

Paintpots Nursery

Scout Drive, Newall Green, Manchester M23 2SY



Inspection date	20 May 2019
Previous inspection date	26 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are extremely well settled at the nursery. They have close relationships with staff and enjoy being in their company. Staff show great interest in what children have to say. They help to build children's confidence and self-worth.
- A dedicated and motivated manager leads her team with enthusiasm and confidence. Together, they work hard to reflect on their service and raise the quality of care and teaching for children. They set targets with challenging goals and progress is monitored to ensure children's outcomes are positive.
- Staff create a clear picture of children's learning and progress through their observations and assessments. Early intervention, such as speech and language therapy, is arranged swiftly by the management team to help close gaps in learning.
- Secure partnerships with parents are developed from the onset by the staff team and are a key strength of the nursery. Parents are central in the development of learning opportunities and given high regard by the staff team. Staff encourage parents to share information about their child's achievements at home and make suggestions for activities in nursery. Parents engage enthusiastically in their children's learning and regularly attend parents' evening to learn about their child's progress.
- Children display positive behaviour. They learn to share and take turns from an early age. Toddlers begin to learn that their actions have consequences, while pre-school children learn about their feelings and emotions. Staff spend time talking to children about behaviours and are good role models.
- On occasions, staff do not provide enough time during focused adult-led activities to question children's thinking further or make links to previous learning. They do not make the best possible use of opportunities to help children secure their knowledge and understanding of a topic.
- Older children do not always have enough challenge in their activities. They are not given enough time to digest facts and question new concepts, such as when they are exploring why ice is cold.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- allow children time to think critically about activities and link them to previous learning to secure their knowledge
- provide higher levels of challenge for older children's learning to ignite an interest for learning new concepts.

Inspection activities

- The inspector observed activities indoors and outdoors, and assessed the impact they have on children's learning.
- The inspector carried out a joint observation with the manager and held discussions with her throughout the inspection.
- The inspector toured all areas of the nursery used for childcare purposes.
- The inspector spoke to staff members, children and parents during the inspection. She also took into account the written views of parents.
- The inspector looked at a range of documentation used by the nursery, such as children's records and staff files. She checked evidence of suitability for all staff members.

Inspector
Shelley O'Brien

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders implement stringent recruitment procedures to ensure staff are suitable and have appropriate knowledge and understanding of childcare related issues. All staff demonstrate a good awareness of how to protect children from harm. They know the signs, symptoms and indicators of abuse and neglect. They have a clear understanding of the procedures to follow should there be any concerns about a child or a member of staff. They use accurate risk assessments to highlight and minimise potential hazards. Staff benefit from frequent team meetings and individual appraisals. The manager considers alternative ways for staff to enhance their knowledge and understanding of learning to raise overall quality in the nursery. They have developed strong links with local schools and hold regular meetings to share information and support children in their transitions.

Quality of teaching, learning and assessment is good

Children's learning is regularly tracked and monitored. Staff create a focus for next steps of development to ensure progress is made. This is evident from the comprehensive assessments and detailed progress check for children aged between two and three years. Babies enjoy exploring their play space. They delight in water play, using containers to pour and their hands to splash. Staff support young children's first words and utterances. They speak clearly and use single words to encourage vocabulary. Staff sing nursery rhymes with actions to support their understanding further. Older children show confidence in their spoken word. They are articulate and can express their needs with ease. Staff contribute to children's understanding of the world. They help them to plant seeds and care for their growing plants, looking at height and colour to support their mathematical skills. Children are keen to look after their nursery pet, learning how to care for animals and respect living things.

Personal development, behaviour and welfare are good

Staff encourage children to develop their independence from an early age. They allow them to make decisions about their play. For example, children choose from a variety of resources that are offered in line with their current interests. Children are provided with nutritious, home-cooked meals. They benefit from trying a range of new and exciting dishes that have been suggested by staff, parents and children. Children self-serve their own meals, confidently using tongs and serving spoons to select items from the menu. Their physical development is supported well, for example, through weekly visits from a football club. They learn to throw, catch, kick and balance balls through exciting games.

Outcomes for children are good

Children show enthusiasm in their play and learning. They eagerly get involved in activities and show a desire to participate in nursery life. Children thrive on regular routine and are aware of key moments in their day, such as when to prepare for lunch and rest. All children have formed strong bonds with key members of staff and their peers. They develop the necessary skills needed for transitions in their learning and eventual move on to school.

Setting details

Unique reference number	EY469711
Local authority	Manchester
Inspection number	10106436
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 5
Total number of places	70
Number of children on roll	47
Name of registered person	Paint Pots (Manchester) Ltd
Registered person unique reference number	RP527057
Date of previous inspection	26 January 2015
Telephone number	07786447245

Paintpots Nursery registered in 2013 and is located in Newall Green, Manchester. The nursery employs 11 members of childcare staff. Of these, two hold an appropriate early years qualification at level 2, seven at level 3, and one staff member holds qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

