

Inspection of Little Paint Pot Nursery

69 Whitehouse Common Road, Sutton Coldfield B75 6EY

Inspection date: 21 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff welcome children enthusiastically by name as they arrive. Children enjoy their time at this friendly and inclusive nursery. Staff are kind and nurturing. This helps children to feel emotionally safe and secure. Staff use a range of strategies to manage children's behaviour successfully. Consequently, children behave well. The manager and staff have high expectations for children's achievements. Staff use their good teaching skills to build on what children already know and can do. Children make good progress in readiness for their next stage of learning, including school. They demonstrate positive attitudes to learning and are confident to take the lead. Children invite their friends to join them in their make-believe play. They brush the doll's hair and dress the teddies for bed. Other children prepare the dinner, pouring pretend tea from a teapot and serving toy cakes on plates. Staff encourage children's independence and self-care skills well. Children hang up their coats and take responsibility for their own belongings. They learn to manage their own personal care. Children are eager to help to undertake small tasks, such as tidying away their toys.

What does the early years setting do well and what does it need to do better?

- Staff are consistent in their approach to managing children's behaviour. They are positive role models and help children to understand boundaries. Children play well together; they are kind and considerate to their friends.
- Children are happy, relaxed and show high levels of confidence and self-value. Children confidently engage in conversations with their friends, staff and visitors.
- Staff assess children's abilities from information gathered from their regular observations. They use this information to plan activities to support individual children's learning needs. However, staff do not always organise group activities well enough to fully support all children's learning. Consequently, some children do not remain highly engaged and focused in their learning.
- The manager monitors the curriculum and children's learning effectively. This helps her to identify any gaps. She ensures swift intervention when children need extra help. Staff offer effective one-to-one support and work closely with other professionals such as speech and language therapists.
- Staff are particularly effective at supporting children's communication and social skills. For example, they model language well as they join in with children's play and question children in a way that sparks enthusiastic discussions.
- Older children become deeply engaged as they look at books alone and together with the staff. They listen attentively as staff encourage them to talk about the story, look at pictures and name the characters. Staff use babies' favourite books to encourage them to become interested. They model words and encourage babies to make sounds and verbalise what they see to support their early language.

- Babies enjoy investigating and exploring toys that make sounds when they press buttons. This helps them to learn how to operate simple technology and to master new skills.
- Children use a variety of mark-making materials, which helps to develop their small-muscle skills. Older children are keen to practise writing their name and staff support them well to develop their knowledge of letters and sounds.
- Staff promote children's physical development well. Children enthusiastically join in with energetic activities and have fun jumping, stretching and stooping low. Babies giggle, bounce and sway as they enjoy music sessions with their key persons.
- The manager has high expectations for the setting. She includes the views of parents, children and staff in the nursery's self-evaluation process and welcomes ideas and suggestions.
- The manager carefully considers the happiness and well-being of the staff. She ensures that staff have time to manage their workload and keep children's assessments up to date.
- The manager supervises staff well. She provides them with helpful advice and effective coaching to help to further develop their teaching practice.
- Parents are complimentary about the nursery. They say they are pleased with the progress their children make, particularly with regard to their speech and language. However, staff do not always share enough detailed information with parents to enable them to continue their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the signs and symptoms that may indicate that children are at risk of harm or neglect. They know the procedures for raising their concerns. Recruitment procedures and ongoing suitability checks are robust. Background checks on staff are thorough. The manager has effective procedures in place to ensure that she checks the ongoing suitability of staff. This helps to ensure that all staff are suitable to work with children. Staff make regular checks to ensure the premises are safe and secure. They are deployed effectively and supervise children well.

What does the setting need to do to improve?

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

- review the planning and organisation of larger-group activities, to ensure children of all ages and abilities are appropriately challenged and help them become more highly engaged in every learning opportunity
- provide more detailed information regarding children's next stages in learning to parents, to enable them to continue their child's learning at home.

Setting details

Unique reference number	228911
Local authority	Birmingham
Inspection number	10072626
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	27
Number of children on roll	44
Name of registered person	Smith, Lindsey Michelle
Registered person unique reference number	RP511401
Telephone number	0121 311 1777
Date of previous inspection	6 July 2016

Information about this early years setting

Little Paint Pot Nursery registered in 1993. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday, from 8am to 6pm, all year round. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- The inspector and the manager completed a tour around the nursery. The inspector spoke to the manager about how she organises the nursery and the curriculum.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

We carried out this inspection 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.

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