

# Inspection of Painters Cottage Day Nursery

2 Post Office Lane, Worcester, Worcestershire WR5 3NS

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Inspection date: 4 June 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and settled in this friendly nursery. When children arrive at nursery they are eager to join in with activities. Babies enjoy exploring different textures, such as sand, and staff help to develop their language skills by encouraging them to repeat animal names and sounds. Babies delight in building towers, and staff model number language to promote early mathematical development. Two- to three-year-old children engage in role play and show control when using tools to make ice creams. They explore natural materials, such as shells, and compare shapes and sizes. Pre-school children learn about healthy lifestyles. They grow their own vegetables and enthusiastically participate in physical activities. Children demonstrate an ability to follow instructions and are able to recognise numbers. Staff are kind, caring and friendly. They listen to children and hold meaningful conversations with them. Staff use questioning skilfully to help develop children's language and thinking skills.

Staff have high expectations of all children. Children's behaviour is exceptional. They show high levels of respect towards staff and each other. Children develop friendships and understand how to share resources. They respond well to the continuous praise and recognition offered by staff. Children learn how to use a knife and fork during mealtimes. They demonstrate excellent table manners. Pre-school children are encouraged to independently change clothing for physical activities.

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

- The nursery provides a well-planned curriculum. Managers have a clear understanding of what they want children to learn. Children are provided with a wide range of high-quality, exciting learning experiences to help them make progress across all areas of learning.
- Staff know the children well. Staff find out what children know and can do when they start nursery and gather information from parents about their development. Staff carry out regular, ongoing assessments of children's learning and development. They use this information to plan meaningful experiences to help children make further progress in their development. However, sometimes activities do not offer enough challenge to support more able children. For example, staff do not always extend all children's learning when carrying out a physical activity. Therefore, some children practise skills they already have. Staff do not adapt activities enough to consistently build on children's knowledge and skills to help them make the best possible progress.
- Children's communication and language skills are well supported. Staff continuously engage in conversations with children and model language clearly. Staff working with babies use objects to introduce new vocabulary to children.

Staff share stories with children. This helps to promote an interest in reading.

- The nursery has established sound partnerships with parents. Parents comment very positively about the nursery. Staff regularly share information with parents about their child's learning and development. During the COVID-19 (coronavirus) pandemic, managers have provided parents with information packs and activities that can be carried out at home. This helps to promote continuation in children's learning.
- The nursery provides good support for children with additional needs. Staff are alert to delays in children's development and are confident in sensitively discussing these with parents. Consequently, they are able to provide targeted support for children and liaise with other professionals where necessary. This helps all children to reach their potential.
- Children show consistently good behaviour. Children are encouraged to talk about their feelings and staff are responsive to this. Older children benefit from using an 'emotions thermometer' as a visual aid to explain how they feel. This helps children to express their feelings and manage their behaviour.
- Children learn about how to stay healthy. Staff model how to warm up and stretch out when exercising. Children are provided with a wide range of healthy meals and snacks. They grow their own vegetables which they harvest and eat. This helps children learn about the natural world and provides them with early knowledge about how to maintain a healthy lifestyle.
- Staff receive regular supervision and training. This helps them to fully understand their roles and responsibilities in order to promote the interests of all children. Managers are confident in observing practice and are able to identify areas to further improve teaching. However, the impact of supervision is not yet fully effective in raising the quality of teaching consistently to the highest possible level.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff are knowledgeable about safeguarding. Staff complete regular training to keep their knowledge up to date. As a result, they understand how to identify and respond to possible signs of abuse and neglect. Staff are knowledgeable about whistleblowing procedures. Managers understand the correct procedures to follow in the event of an allegation being made against a member of staff. The robust recruitment procedures help to ensure that staff are suitable for their roles. Risk assessment is effective. This helps to ensure that environments remain safe for children.

## What does the setting need to do to improve?

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

- enhance the existing strengths in teaching and planning to consistently provide highly challenging experiences to support more able children in making even further progress
- extend the individual support, coaching and professional development opportunities for all staff to raise the quality of teaching consistently to the highest level.

## Setting details

<b>Unique reference number</b>	EY560859
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10190854
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Little Geniuses Nursery Ltd
<b>Registered person unique reference number</b>	RP560858
<b>Telephone number</b>	07852251451
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Painters Cottage Day Nursery registered in 2018. The nursery is located in the Kempsey area of Worcester. The nursery operates Monday to Friday from 7.30am to 6pm, all year round. There are 12 members of childcare staff employed. Of these, one staff member holds an appropriate qualification at level 5 and nine hold appropriate qualifications at level 3. The nursery provides funded early education for two-, three- and four-year-old children and supports children with special educational needs and disabilities and children who speak English as an additional language.

## Information about this inspection

### Inspector

Lisa Bennett

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk to understand how the provision and curriculum are organised.
- The manager and the inspector carried out a joint observation to evaluate the quality of teaching.
- Parents spoke to the inspector about their views of the nursery.
- Children spoke to the inspector about their experience at nursery
- The inspector observed the quality of teaching indoors and outdoors to assess the impact this has on children's learning.
- The inspector held a meeting with the manager and provider and looked at relevant documentation and evidence of staff suitability.

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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