

Inspection of Paintpots (Manchester) LTD

Ground Floor, Bracken House, Charles Street, Manchester M1 7BD

Inspection date: 16 March 2023

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

Children arrive at the setting happy and settle quickly. Friendly and enthusiastic staff welcome them as they arrive. Children form strong bonds with the staff. Throughout the nursery you can hear the laughter of children as they play. Staff support children's emotional well-being. They provide cuddles and positive words of encouragement. Children demonstrate confidence and security as they freely explore the environment.

The manager has clear intentions for what she wants children to learn. Staff demonstrate a good understanding of the areas of learning and development and how they implement these. Babies develop their small and large muscles as they explore the ball pit with enthusiasm. Toddlers develop early writing skills as they mark make in sand. Pre-school children begin to learn about the world around them by looking at non-fiction books with staff. Children make good progress in their development.

Children behave extremely well. They benefit from a clear routine and supportive staff. The staff follow children's interests. For example, pre-school children show an interest in building, so staff introduce real-life tools into their play. This helps enhance children's engagement in learning. They also develop an understanding of how to keep themselves safe.

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

- Children make good progress, particularly children with special educational needs and/or disabilities (SEND). Recently, a special educational needs coordinator (SENCo) has joined the staff team. She works closely with the children to provide one-to-one support. Children are demonstrating good progress towards their targets, as new educational learning plans have been put into place. This helps to close gaps in children's learning.
- Staff show a good understanding of the areas of learning and development. They follow children's interests and incorporate the overall learning intent for all children into planned activities. However, this does not always meet the specific next steps for individual children. This leads to children not consistently benefiting from planned experiences which are tailored to meet their individual learning needs.
- Staff support children who speak English as an additional language. Staff use objects and key words in their home language to support children's understanding of English. They work closely with parents to share key words. This helps them meet children's specific needs.
- Overall, children's language development is well supported. Some staff ask children thought-provoking questions to challenge their thinking. Staff who work

with babies sing rhymes and read stories, so babies hear spoken language. However, sometimes staff provide a lot of language for children in quick succession. This does not give children enough time to process what has been said to them. This affects children developing their conversational skills.

- Children demonstrate positive attitudes to learning. Staff deploy themselves effectively around the environment to support children's learning. For instance, when a child starts a new activity a member of staff will sit with them to model what to do. This helps children engage in learning for longer periods.
- Staff meet the needs of children effectively. When children have specific requirements, staff receive additional training from parents and outside agencies to support the children. This helps to ensure children's care needs are well met.
- Children form close bonds with staff. They seek out staff for cuddles and to share stories about the exciting adventures they have. Staff in the baby room are in tune with babies' non-verbal cues and use these to meet their needs. This demonstrates how well the staff know the children.
- The manager continually reflects on practice. She is open to change and wants to achieve a high standard of care and education for children. The management team works closely with staff to understand their needs and provide appropriate training. This helps to achieve good outcomes for children.
- Parent partnership is strong. Parents say staff communicate with them well about their children's development. Staff regularly send parents reports about children's development, which include the areas of learning they are working on with children. This supports children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good knowledge of the signs of abuse and how to report any safeguarding concerns. They are also clear on the procedures to follow if they have concerns about the conduct of another member of staff. Staff have a good knowledge of child protection issues such as the 'Prevent' duty. Risk assessments are a key part of the management team's day-to-day duties. Managers clearly risk assess the nursery and make amendments where needed to ensure the safety and well-being of the children and staff. Staff are deployed effectively. This provides a safe and secure environment for children to thrive.

What does the setting need to do to improve?

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

- support staff to focus more precisely on individual children's next steps when planning activities, to help children make even better progress
- develop staff's understanding of children's communication and language development further, to provide children with more time to respond.

Setting details

Unique reference number	EY356873
Local authority	Manchester
Inspection number	10281615
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 at time of inspection	0 to 4
Total number of places	81
Number of children on roll	55
Name of registered person	Paint Pots (Manchester) Ltd
Registered person unique reference number	RP527057
Telephone number	0161 2733211
Date of previous inspection	9 January 2018

Information about this early years setting

Paintpots (Manchester) LTD registered in 2007 and is located in Manchester. The nursery employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above and three hold a level 2 qualification. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Valek

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views on the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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