

Inspection of Paint Pots Old School House Day Nursery

73 School Lane, Hartford, NORTHWICH, Cheshire CW8 1PF

Inspection date: 24 August 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 have fun and enjoy their time spent at this busy setting. They explore with immense curiosity and intrigue. Children show a wonderful can-do attitude and repeatedly try until they succeed. For instance, they complete difficult jigsaws, concentrating and working through puzzles until they eventually succeed. Children's good attitude towards their play creates a secure foundation for success in future learning. Staff are active participants in children's play and join in with enthusiasm and engagement. They make suggestions to develop children's games, introducing ideas to extend learning. For instance, children are encouraged to count how many toes dinosaurs have. They successfully count up to six, developing their numeracy and sequential counting skills. Staff are effective role models for children and teaching is consistently good.

Babies are cherished and nurtured by kind and caring staff. They receive plenty of reassuring cuddles to build their emotional resilience. Older children are provided with genuine praise and lots of verbal encouragement. Children respond well and are confident and self-assured. Children learn to be independent. They complete tasks for themselves in a responsible and confident manner. For instance, children tidy away after eating and look after their toys. They record their attendance each morning by completing a self-registration procedure. Older children look after pet insects by feeding and cleaning them. Children show a sense of pride in their achievements and are independent, helpful and confident. They learn the importance of self-care and personal hygiene. For instance, they brush their teeth daily and learn about oral hygiene and how to keep themselves healthy. Children are happy, settled and thriving emotionally and developmentally.

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

- This is an inclusive nursery where all children and families are welcomed. Each child's unique background, personality and needs are fully understood. Staff strive to ensure that all children have the opportunity to flourish in a welcoming and friendly environment.
- Staff work well as a team. They are respectful of each other, sharing responsibilities and delegating workload. This helps to ensure that children's needs are quickly met by attentive staff. Furthermore, good teamwork creates a respectful atmosphere and children witness first-hand how to treat others.
- The manager works tirelessly to offer families and children a high quality service. She regularly reviews and reflects upon the quality of practice and takes steps to improve. Coupled with support from the directors, the nursery benefits greatly from a motivated and dedicated senior leadership team.
- The curriculum is carefully planned and designed. Each child, regardless of their age and stage of development, receives age-appropriate learning opportunities.

There are subtle adaptations to teaching and environments to ensure that children encounter sufficient challenge and stimulation as they progress through the nursery. All children, including children with special educational needs and/or disabilities, make good progress.

- Children enjoy learning outdoors. There is a strong emphasis on learning through nature and the curriculum is enriched by plenty of trips in the local community. For instance, children enjoy visits to the airport, nature trails and meeting local residents at a nearby care home. Each trip is carefully planned with specific learning objectives to enhance children's learning experiences.
- Partnerships with parents are good. Parents are very complementary about the flexible and attentive service they receive. They comment that their children are happy and credit this to the dedicated and caring staff team.
- Staff routinely observe children and know what they can do and where they require additional support. However, sometimes, staff do not focus their teaching precisely on what children need to learn next to help them make even more progress.
- Children enjoy a broad and varied curriculum. They remain continually occupied and enjoy many imaginative and fun activities. However, occasionally, larger group activities do not sustain older children's concentration and engagement.

Safeguarding

The arrangements for safeguarding are effective.

Staff fully understand their responsibilities relating to child protection and safeguarding. All staff have completed appropriate training to ensure that their knowledge of how to identify and respond to safeguarding concerns remains up to date. The manager ensures that safe recruitment procedures are undertaken. New staff complete rigorous inductions and frequent checks of staff suitability are completed to ensure that all those working with children remain safe to do so. Staff complete safety checks in the nursery every day and take steps to minimise possible hazards. Risk assessment checklists act as a prompt for visual inspections. This simple system helps to ensure that safety checks are rigorous and thorough. Children play and learn in a safe and secure space.

What does the setting need to do to improve?

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

- develop staff skills and focus teaching on what children need to learn next to help them make rapid progress in their development
- ensure the organisation of group activities supports all children to participate and benefit from the teaching provided.

Setting details

Unique reference number	EY333013
Local authority	Cheshire West and Chester
Inspection number	10301481
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 10
Total number of places	100
Number of children on roll	149
Name of registered person	The Old School House Day Nursery (Hartford) Ltd
Registered person unique reference number	RP526203
Telephone number	01606783050
Date of previous inspection	25 January 2018

Information about this early years setting

Paint Pots Old School House Day Nursery registered in 2006. The provider employs 23 members of childcare staff. Of these, 18 staff hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday, from 7.30am to 6pm, all year round, except for bank holidays and one week at Christmas. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Jacques

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the setting.
- The nursery manager and inspector conducted a learning walk and discussed how the curriculum is organised and designed.
- The inspector observed activities and teaching, both indoors and outdoors, and assessed the impact of this on children's learning and development.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views. Written comments from parents were also reviewed and considered.
- The inspector looked at relevant documentation, including evidence of the suitability of staff.

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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