

Inspection of Paintpots Nursery

Scout Drive, Newall Green, Manchester M23 2SY

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 enjoy attending this welcoming nursery. They benefit from a friendly and engaging environment, which enables them to feel safe and secure. Staff gather pertinent information when children first start at the nursery. They utilise this information to help children settle and plan for their progress. A successful key-person system pays particular attention to helping children form strong and secure attachments, so that they are prepared well for learning.

Staff have high expectations of what children can achieve. They plan meaningful activities based on children's interests and what they already know and can do. Information about children's next steps in learning are frequently shared with parents. The curriculum is sequenced throughout and when children reach the pre-school room staff focus on school readiness, preparing children effectively for school.

Staff are positive role models and help children to learn about the boundaries and expectations within the nursery. They model polite and kind behaviour and are patient in their approach. Children behave well and learn to manage their feelings. They are kind and considerate to one another. For example, at lunchtime, children take on the task of serving potatoes to all of their friends seated at the table. Children learn important skills such as responsibility, as they help to care for the nursery's tortoise 'Shelly'.

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

- The well-resourced play areas help to motivate children's interests. Children freely make choices in how and where they play, enabling them to follow their own ideas. Staff help children to become inquisitive learners. Children show curiosity and high levels of fascination. For example, children enjoy bug hunting in the garden and learning where food comes from.
- Staff support children's physical development well. For example, children enjoy manipulating play dough, sand and water. They play with balls, ride wheeled toys, balance on climbing resources, run and jump. Older children enjoy participating in yoga sessions and move their bodies confidently.
- Staff provide highly effective support for children with special educational needs and/or disabilities. Robust partnerships with other agencies ensure that children quickly receive the support they need. This helps children to excel from their starting points and supports a shared and consistent approach to children's learning and development.
- Overall, staff support children's developing communication skills. They provide a running commentary as children play and introduce new words. However, babies and toddlers often have their dummies unnecessarily, which can impact on their

speech development. Furthermore, while some staff ask thought-provoking questions, children are not always given time to respond to develop their language skills even further.

- Lunchtime is a social occasion, where children develop their independence skills. However, occasionally, the organisation of lunchtime routines means that children wait for prolonged periods. Additionally, some children wander around and this causes disruption to others. Delays in the completion of housekeeping tasks, such as sweeping the floor, mean that the transition into other activities is not always managed effectively.
- Staff skilfully incorporate numbers, counting, shape and size into everyday activities and promote children's early mathematical skills well. Older children discuss the characteristics of a triangle, noting that it has three sides. Younger children use mathematical language as they fill containers in the sand and water areas.
- Children enjoy listening to stories and singing their favourite songs. Early writing skills are emerging as children make marks and begin to write their own name. Older children are able to recognise and link letters and sounds.
- The nursery is well led and teamwork among the dedicated staff is strong. All members of staff strive to ensure that children do as well as they can. The well-being of staff is given high regard. Staff benefit from detailed supervision sessions and observations of their practice. There is a comprehensive training plan in place, which helps to improve outcomes for children, as staff continually develop their knowledge and skills.
- Partnerships with parents are very effective. There is regular information sharing with parents to ensure children's care and learning needs are met. Parents speak very highly of the nursery and the quality of care given to their children.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding officers use their skills and knowledge to secure the support children and their families need or refer them in a timely way to partner agencies. Staff understand their responsibility in protecting children from harm. They have a good understanding of how to report concerns about a child's welfare or the practice of a colleague. Regular training helps to ensure that their knowledge and skills remain up to date. Staff are deployed effectively and supervise children well. Leaders follow robust recruitment procedures to help ensure all staff employed to work with children are suitable.

What does the setting need to do to improve?

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

- help staff to develop a greater understanding of children's communication and

language development, with particular regard to the use of dummies and effective questioning techniques

- review the organisation of mealtime routines, to ensure that all children remain engaged and benefit from smooth transitions to the next activity.

Setting details

Unique reference number	EY469711
Local authority	Manchester
Inspection number	10304657
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	70
Number of children on roll	89
Name of registered person	Paint Pots (Manchester) Ltd
Registered person unique reference number	RP527057
Telephone number	0161 436 5394
Date of previous inspection	20 May 2019

Information about this early years setting

Paintpots Nursery registered in 2013 and is located in Newall Green, Manchester. The nursery employs 20 members of childcare staff. Of these, five hold an appropriate early years qualification at level 2 and eleven hold an appropriate early years qualification at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Cox

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff, children and parents at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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