



Paint Pots Pre School

Inspection report for early years provision

Unique Reference Number	119506
Inspection date	07 December 2006
Inspector	Lisa Paisley
Setting Address	91 Crowstone Road, Westcliff-on-Sea, Essex, SS0 8LH
Telephone number	01702 352 668
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Registered person	Paint Pots Pre School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Paint Pots pre-school is run by a committee. It opened in 1991 and operates from one main play room in a local church hall in Westcliff-on-Sea, Essex. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.30 to 12.00 and 12.30 to 15.00 term time only.

There are currently 38 children aged from two to under five years on roll. Of these 20 receive funding for nursery education. Children come from the local area. The pre-school currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language.

The pre-school employs 11 staff. 10 of the staff, including both managers, hold appropriate early years qualifications. Four staff are currently attending training.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm, clean environment, where effective methods ensure they develop a good understanding of personal hygiene, such as hand washing before snack and after messy play. All children have access to anti-bacterial soap, hot and cold water and paper hand towels for washing and drying their hands independently. All documentation in relation to children's health, for example, written parental consent for seeking medical advice and treatment in the event of an emergency is in place. Staff have undertaken first aid training, ensuring appropriate steps are taken in the event of an emergency or when administering medication such as an inhaler.

Staff create many opportunities for children to talk about being healthy through the use of projects, displays and planned topics. Children are developing an understanding of a healthy diet, as staff talk to them about healthy eating as part of the daily routine. They understand their bodies and know when they want a drink, helping themselves to drinks when needed. Children enjoy social snack times where they can sit together and chat developing children's confidence and self-esteem.

Children enthusiastically enjoy a wide variety of activities that contribute to keeping them healthy. They effectively use a range of activities on a daily basis to develop their physical skills. They enjoy riding bikes, climbing, balancing and playing ball games. Children's manipulative hands skills are successfully promoted through the range of tools such as scissors, pencils, and paint brushes that children use well. Consequently children are progressing well in all areas of their physical development.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment where risks are minimised, for example, the main entrance is secure and all visitors are required to show their identification badge (ID). They move around the setting confidently and learn to keep themselves safe as staff provide gentle reminders such as walking up and down the stairs sensibly. Children understand not to run indoors and take care when climbing. Staff talk to the children about keeping safe as part of regular discussions, using topics and themes to consolidate their understanding. Premises are safe and secure as experienced staff effectively monitor all access to the premises.

Children independently make choices of activities from a broad range of easily accessible resources and request anything they cannot see. Well planned areas allow them space to be quiet, use their creativity, extend their imagination and develop their play. Effective fire evacuation procedures are in place ensuring children and staff know how to evacuate the building quickly and safely.

Children are effectively protected as the staff are experienced and demonstrate a good knowledge of child protection procedures and how to keep children safe, as most of the staff

have attended child protection training. A written policy is in place and staff are able to recognise signs of abuse and know whom to contact if they are concerned about a child in their care. A named staff member is responsible for child protection and they have a clear understanding of their role, through attending training and keeping up to date with any changes such as the Local Children's Safeguarding Board (LCSB). Parents are informed of the group's responsibility regarding child protection reassuring parents of their child's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled, happy and secure as they enthusiastically undertake a wide range of stimulating activities. They are confident and curious in their surroundings, establishing very good relationships with staff and children alike. Children actively make choices about their play, selecting resources to undertake tasks from the varied and interesting range available. They demonstrate good independent skills and successfully plan their own time, making decisions about what to do. They move between activities, negotiate games such as playing with the ice sculptors and use their imagination to progress simple role plays.

The pre-school has obtained the 'Birth to three matters' framework and staff have attended training. Positive steps have been taken to implement the approach into their practice, however, further familiarisation and consolidation is required to improve the quality of care and play experiences for young children.

Nursery Education

Quality of teaching and learning is good. Staff have a very good understanding of early childhood development and how children learn as they have a secure knowledge of the Foundation Stage curriculum guidance. They use a range of teaching strategies to effectively support children's individual learning and development. Comprehensive, detailed activity plans are in place extensively covering the six areas of learning. Written focus activities include differentiation, evaluation and key targets for children's development. A secure key worker system in place and staff effectively track and record children's developmental progress through Southend's individual profiles.

Children separated happily from parents and carers and they settle very quickly into activities. They show a strong sense of belonging as they greet staff and each other upon arrival. Children understand the routines and are very co-operative, for example, helping to tidy up when asked. They are very confident and secure in the pre-school as children make close, warm relationships with their peers and the staff. Staff consistently used descriptive language such as 'who wants to go up the ladder and down the slide' extending and supporting children's language and comprehension. Children have good opportunities to use a range of mark making tools such as play dough cutters, pencils, chalks and felt tips. Older and more able children are able to write their name, for example, the sign for the Christmas post box was written by a child. The book corner is warm and inviting for children where they enjoy sharing books and singing songs such as 'The Wheels on the Bus'. Consequently, children are developing an appreciation of songs and stories. Children are making good progress in mathematical development counting to ten and beyond. They confidently use numbers when counting and solving simple number

operations, such as addition and subtraction. Children use a wide range of apparatus to explore different mathematical concepts such as capacity, weight and measures and they use appropriate language to describe and compare size and shape.

Children have good opportunities to find out about their local community through trips out to the local library and woods and visitors are invited into the setting, for example, the local football team, a fighter pilot and a police officer. They talk with interest about their lives, families, friends and birthdays. Staff appreciate and value their discussions by effectively supporting the children. They are developing a good awareness of the uses of information technology in everyday life and are confident at operating equipment such as the computer. Children have very good opportunities to experience a broad range of stimulating creative activities that effectively extend their imaginations and self-expression. For example, melting ice sculptors with artificial flowers and glitter pipe cleaners. They have opportunities to participate in role play such as the home corner, shop, travel agents and the hospital enabling them to develop their own play stories. Children are able to use musical instructions on a regular basis, providing opportunities for them to move their bodies to rhythm and sound. They have good opportunities to practise their physical skills, they are able to climb the ladder up to the climbing frame and go down the slide safely. Children are also able to use beams, tunnels, trampoline, box stilts and bikes to practise their large physical skills. They are able to move around the room safely as they find a space on the mat and line up sensibly. Children have good hand and eye co-ordination skills which is practised through using tools and manipulating small objects such as threading, cutting and peg boards.

Helping children make a positive contribution

The provision is good.

Children build strong and respectful relationships with staff and each other. They show good self-esteem, confidently ask questions and actively make choices. Children are warmly welcomed by sensitive staff who value their individuality. They receive praise and encouragement for individual achievements and attempts, for example, when counting and matching Compare Bears and helping to tidy away. Well planned, meaningful activities and resources help children become aware of similarities and differences, which in turn increases their understanding of the wider world. Children enjoy exploring outdoors, whilst visitors to the group and local walks broadens their knowledge of the community.

Children benefit from having access to a good range of play resources which promote positive images of diversity and from participating in activities which promote their awareness of different festivals and cultures. For example children have tasted different foods linked to topics about Chinese New Year. Staff and children share their home experiences and cultural differences with each other as part of planned and spontaneous activities. Children who have English as an additional language are effectively supported as staff learn key words and greet the children when they arrive at the setting. The pre-school has a designated Special Education Needs Co-ordinator (SENCO), who has a good understanding of their role and effectively supports children whom require any additional support.

Children's behaviour is very good and reflects the staff's high expectations. Children understand clear and consistent boundaries, demonstrating care and respect for each other. They share,

negotiate and take turns when playing games and using equipment, for example, using the climbing frame, and taking turns with the play dough tools. Children follow good role models in staff, showing care and consideration for others. The children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Staff work consistently to ensure parents are kept well informed about what the children are doing at pre-school. They share information on a daily basis as well as more formal meetings and parents are welcomed to drop in on sessions at any time. Parents and staff work well together to meet the children's needs. They receive good quality information about the setting and in turn share their knowledge of the children. Children are given the opportunity to look after the pre-school's bear 'Milo' and a written diary of events is kept recording the child's time with the bear. Parents confidently approach staff and they demonstrate a high level of satisfaction with the pre-school.

Organisation

The organisation is good.

Children's care is enhanced by the well planned and effective organisation of the setting. Staff make very good use of available play space. As a result, children are able to move freely and independently around the setting accessing a good range of activities which support their play and learning. A comprehensive range of policies and procedures are in place to support good practice and offer an effective service; these continue to be reviewed to meet changes to legislation and working practices.

Leadership and management is good. The managers are enthusiastic, motivated and professional in their roles. They all have a clear commitment to providing children with positive early years play and learning experiences. Staff have a very clear commitment and understanding of their roles and responsibility and that they carry out their roles effectively. Staff are deployed successfully within the pre-school and good staffing ratios are maintained at all times ensuring children are well supervised and supported during activities. However, a system has not been developed to review the quality of the nursery education provision to ensure good standards are consistently maintained. Staff have a very good understanding of the policies and procedures which are in place and staff's continued professional development is encouraged through training; ensuring current childcare practices are updated. Consequently, children are cared for by knowledgeable staff and benefit from continuity of care.

Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

At the last care inspection the group agreed to; provide opportunities for children to select their own toys and resources and ensure that the fire drills conform to the fire safety officer's recommendations. Children have good opportunities to self-select their own toys and resources and the fire drill has been reviewed ensuring that it confirms with the fire safety officer's recommendations, Consequently the group has made secure improvements to fostering children's choice and independence and secure and effective procedures are now in place when practising fire drills.

At the last education inspection the group agreed to; develop the planning evaluations and children's assessment records to inform future planning and help children move on to the next stage of learning and ensure planning provides sufficient opportunities for children to develop early reading and writing skills and for children to learn about shapes in their every day play. All planning has been reviewed and updated to include evaluations, children's assessments records now identify their next steps and children are given very good opportunities to develop early reading and writing skills and learn about shapes in their every day play. Consequently the group have made secure improvements in the provision of nursery education.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve outcomes for children from birth to three by using an approach in line with the 'Birth to three matters' framework.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop a system to review and evaluate the quality of nursery education delivered.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk