



Paintpots Pre-School and Nursery

Inspection report for early years provision

Unique Reference Number	EY283566
Inspection date	14 June 2005
Inspector	Alison Jane Kaplonek
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Registered person	Anna-Maria Wright
Type of inspection	Integrated
Type of care	Full day 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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Paintpots Pre-school and Nursery is privately owned and opened in April 2004. It operates from a detached house with an enclosed outdoor play area in Sholing, Southampton. It serves the local and wider areas. The setting supports children with special needs.

There are currently 52 children on roll; this includes 25 funded 3 and 4 year olds. It is the settings policy to accept children aged from four months-five years. Children

attend for a variety of sessions. The group opens from 07:30-18:00, 5 days a week for 51 weeks a year.

There are ten staff employed to work with the children; all have or are working towards relevant childcare qualifications. Some have first aid certificates. A cook is employed who is suitably qualified. It is a member of the Pre-school Learning Alliance and the National Day Nursery Association. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children play a very positive role in keeping themselves healthy and learning about healthy living. Exceptional adult support, which promotes good hygiene practice, helps them to independently take themselves to the toilet and wash their hands. They discuss the need to wear hats and use sun cream on a sunny day and regularly talk about foods which are good for them. Efficient procedures protect babies and younger children from the spread of infection. Children are well nourished and enjoy a varied range of food each day which includes a hot midday meal. They benefit from a selection of healthy snacks and easy access to drinking water.

Children take part in a huge range of activities which promote their physical development. They delight in their outdoor play time when they practice a variety of skills such as climbing, balancing, and catching, in the safe and varied outdoor area. Children move confidently and imaginatively, often taking risks in order to learn new skills. Experienced adult support enables activities to include a combination of learning experiences, for example when counting how many children they need to balance the see-saw. All children are gaining increasing control over a selection of objects and materials. Older children take great pleasure from using the tools and materials provided on the writing table while younger children explore the items in their treasure basket.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are protected from harm by the use of efficient safety procedures which are built into the daily routine and shared with parents, enabling them to play and learn in a secure setting. Risks of accidents or injury are minimised as staff carry out visual risk assessments on the premises and equipment throughout the day.

Children access good quality equipment appropriate to their age and stage of development. Consideration has been given to any children who may have special needs or English as an additional language and sensitive adult support and adaptations to activities enables them to take part in safety.

All children are effectively involved in protecting themselves from harm. They are

spoken to regularly about risks and consequences, for example what would happen if they throw toys or climb too high. This allows them to learn some sense of danger and gain knowledge about how to protect themselves from harm. Within this very safe environment, children are able to achieve a balance between the freedom to play and setting their own safety limits.

Children are well protected by staff who have a good understanding of child protection policies and procedures and give priority to ensuring that children's care and welfare are of paramount importance.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children show a real zest for learning and delight in their time at nursery. They are happy and very involved in their learning and play. They achieve well because staff use their skill and knowledge of early years guidance, such as the Birth to three framework and the Curriculum guidance for the Foundation Stage, to provide high quality care and education.

Children are keen to take part in the wide and stimulating range of activities. They are secure and settled and are able to form positive and caring relationships with each other and the staff. They confidently ask questions and request assistance. Children happily participate in planned activities but equally enjoy initiating their own learning. Plans are written to accommodate each age group within the nursery at an appropriate level to their age and stage of development.

NURSERY EDUCATION

The quality of teaching and learning is outstanding. Children are highly motivated by the excellent range of stimulating resources and activities provided. They confidently select from the equipment, which supports their learning across all areas and are supported by staff who extend their learning using positive teaching and questioning. A very good range of stimulating practical activities helps children to learn through play and there is a good balance of adult and child initiated activities. Children are grouped appropriately to support them in their learning. They make excellent progress in their learning.

Plans cover all areas of learning and are extended using more structured activities for older or more able children. Children are progressing well. Accurate assessments are kept showing many children reaching the early learning goals in some areas and working steadily towards others. Staff are receiving support to enable them to link planning and assessment, however as they know each child so well this has no impact on children's learning.

Children are confident speakers and converse easily with adults and each other. They are able to use language to organise their play and initiate their own learning. They count and explore shape, size and quantity during every day activities such as laying the table. They relish their role play opportunities, for example when pretending to have been bitten by a crocodile or going on a train journey. Staff

provide excellent opportunities for children to explore their own thoughts and ideas.

Children have easy access to a wide range of tools and materials, and staff encourage hand-eye coordination and enable them to explore materials in a creative and imaginative way, for example making their own train tickets for the role play train journey.

A stimulating learning environment, based on practical activities, enables children to set their own challenges and progress at their own pace, in all areas of learning.

Helping children make a positive contribution

The provision is outstanding.

Children are fully included in the life of the setting, for example the older children help to tidy up, sweep the floor, or lay the table for snack. Younger children are asked what they would like to do, or what they would like for snack. Children have high levels of confidence and self-esteem. They are able to express their needs and feelings. They operate independently within the environment, selecting and using resources.

Children are very well behaved. They co-operate with each other and learn to share and take turns. They are supported by staff who value all children, set clear boundaries and ensure that their individual needs are well met.

Children have numerous opportunities to learn about themselves, their environment and the world around them. They talk confidently about their friends and families and learn about children in other countries. Their spiritual, moral, social and cultural development is fostered well.

The partnership with parents is outstanding. They are kept well informed about the setting and their children's progress and activities, through regular reports, newsletters and daily discussion with staff. They find staff approachable and feel able to discuss any issues which may arise. They are welcomed into the nursery and form good relationships with staff.

Parents are regularly consulted about their children's needs and management seek their views on any changes to the nursery.

Organisation

The organisation is outstanding.

Children are very settled and happy in the nursery environment provided. The exceptional organisation of both their care and education ensures that they are well protected and are reaching their full potential in their learning.

The premises are well organised, allowing children to initiate and develop their own play and learning. Comprehensive planning, monitoring and skilful management, ensures that the wide range of policies and procedures are consistently applied.

Children benefit from well qualified staff who keep very good records. This provides them with excellent continuity of care, ensures that they feel settled and secure and that their individual needs are extremely well met. Overall, the provision meets the needs of the children who attend.

Leadership and management is outstanding. Effective leadership inspires staff who work well as a team to improve the care and education for all children. They successfully monitor the provision for nursery education and are constantly striving to improve their practice.

The Nursery owner is building links with the local community by attending meetings with local colleges and the early years development and childcare partnership. Plans are already in place for improvements to the provision for children, such as moving the older children downstairs, so that they can move easily between the inside and outside areas. This would enable children to make imaginative and creative use of the outside area by merging the indoor and outdoor curriculum and enhancing the already very good provision.

Improvements since the last inspection

At the last inspection, the nursery were asked to ensure that staff received regular appraisals. Staff now have regular monthly supervision and annual appraisals will result from these.

Complaints since the last inspection

There have been two complaints since the nursery opened. The first referred to Standard 6, Safety and was a concern regarding the new entrance to the nursery being unsafe. The provider responded stating that parents had been consulted about the changes and that the new entrance ensured both the parents and children's safety.

The second referred to Standard 1, Suitable person and was a concern regarding staff cooking meals when the cook was off sick. The provider responded stating that all staff preparing meals had the appropriate qualifications and were supernumerary.

The provider continues to be registered.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk