

Paintpots Nursery and Pre-School

Inspection report for early years provision

Unique reference number 131605
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Inspector Clare Moore

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Paintpots Pre-School and Nursery, which is one of four privately owned nurseries, opened in 1993 moving into its present building in 2000. The setting operates from a detached, converted house in Shirley, Southampton. Most children attend from the local urban area. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. The setting is registered on the Early Years Register and on both the Voluntary and Compulsory parts of the Childcare Register. All children share access to a secure enclosed outdoor play area.

A maximum of 52 children may attend the nursery at any one time. There are currently 120 children aged from three months to five years on roll. This includes 25 children that are in receipt of government funding for nursery education. Paintpots Nursery welcomes children with learning difficulties and/or disabilities and also children who speak English as an additional language.

There are 15 members of staff who work with the children. They all have relevant early years qualifications at level 2 or 3. There is a member of staff who has attained a level 6 Early Years Professional Status qualification. The nursery is a member of the National Day Nurseries Association and is currently working towards accreditation.

Overall effectiveness of the early years provision

Children at Paintpots Pre-school and nursery are nurtured, valued and supported. Practitioners are dedicated, hard working and committed to ensuring every child is settled, their views sought and that they make progress in their learning and development in relation to their starting points and capabilities. The team reflects their philosophy of love, laughter and learning very well, also bringing a diversity which reflects the community. Partnerships with other organisations and parents are used to promote consistency for children using more than one setting and to exchange ideas to lead to improvements. The planning for improvement derives from consultation with parents, staff at all levels and outside links. It is highly effective in identifying priorities for future improvement resulting in a service that is responsive to the needs of all its users.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop the record of children's progress in line with the Early Years Foundation Stage.

The leadership and management of the early years provision

The leadership and management have excellent systems in place to evaluate effectiveness and to bring about improvement. The owners and managers work together involving all the staff to explore every aspect of the provision, what is working well, and what needs improving. They continue to develop their own skills and knowledge through training and working with others. They consult with the Local Authority and act on recommendations made on inspections, for example ensuring painting is more freely available and ensuring parents are aware of safeguarding issues. They work together with other settings to disseminate good practice such as the way they have developed the garden and how it is used.

Relationships with parents and other providers are very effective and based on open dialogue and mutual respect. Parents are well informed about how the setting runs through discussion and information displayed in reception which includes staff photos, a full set of the policies and procedures, complaints information, school information and newsletters. They are regularly invited to discuss any concern they may have and also reminded to update any changed contact details. Parents are aware of activities planned each week as they are posted up on a board. Many are involved through hosting the home bear, sometimes taking him on holiday, keeping a diary, taking photos so that children can share his experiences with their peers at circle time. Parents are also invited in to share knowledge or skills, for example one parent came in to help the children understand and celebrate Chinese New Year. Parents of younger children have additional information through a home daily diary which serves as a valuable exchange and parents are welcomed in and encouraged to view their children's records. At the present time record keeping is changing to be in line with the requirements of the Early Years Foundation Stage. Staff have recently attended training and are engaged in using the new Local Authority record books to chart children's progress.

The management has robust systems in place regarding recruitment and staff support. All new staff are interviewed, vetted and supported through a clear induction procedure. There is ongoing support, training which includes in-house and regular appraisal for all staff. Staff are encouraged to develop their skills, for example there is a new Special Needs Co-ordinator who has recently attended several courses and is working together with the manager to help her to establish herself in her new role. Staff are clear about their role in safeguarding children as this is included on induction and they are able to describe clearly what would give them cause for concern and what action they would take.

The quality and standards of the early years provision

Children are provided with exciting opportunities for them to make significant gains across all areas of learning and development. A very comprehensive range of resources are set out attractively so that children can access them independently and make choices about what they want to engage in. Children are happy and settled. They are confident and enthusiastic about their activities becoming captivated as they take part in the story in the garden with puppets acting out roles of the wolf and the grandmother. They explore the feel and texture of foam and baked beans and use glitter play-dough to model, cut and shape. They follow clear

instructions as they help to programme and use the electronic toy so that it negotiates the village play mat to get to the post office.

All children including the babies enjoy the garden and the pre-school operates free-flow into the outdoors for much of the time. The garden is used in exceptionally imaginative ways, for example the 'thinking garden' given over to sensory resources, the nursery rhyme area, the 'children's only' tunnel which is too small for adults and the nature and digging areas. Children also use the garden for physical play developing skills to climb, balance and ride and steer tricycles. In addition they use it for planned activities such as going shopping and using a well equipped shop for role play with a till and a variety of items such as fruit, vegetable and cans.

Staff demonstrate their knowledge of how children learn by the effective use of planning based on their observations of individual children. They find out about children's starting points through their discussions with parents and observations are noted down during focus activities. This information is transferred to children's files by key workers. All practitioners are involved in contributing their ideas to the planning which is then put together by room leaders. Practitioners take account of the needs of all children ensuring that the level of challenge is appropriate for every child, for example extending counting and problem solving for more able children and changing a sorting and number game activity that was not working well. This helps children to thrive and to make rapid progress. Children enjoy exploring language showing great amusement and interest at registration when the practitioner rhymes all their names. They go on to choose rhymes and sing together making music using a variety of percussion instruments they have selected for themselves showing their pleasure with smiles and laughs all round. They are warmly praised and encouraged in their efforts by the practitioners which helps them to feel good about themselves and motivates them. Many older children can correctly read their own name on their coat peg and some are starting to write their own name.

Children demonstrate a sense of belonging by helping out in daily routines such as ringing the bell to alert others that snack time has started, setting the table for snacks and tidying up after activities. They find out how to keep themselves healthy through cooking activities, discussions about food and exploring the different food groups and what role they have, for example calcium to give us strong bones and teeth. Children enjoy meals and snacks that are home cooked by a dedicated cook on the premises with fresh ingredients such as chilli-con-carne with rice and fresh fruit or crackers for snacks which further helps to promote good health. They show they understand the need to keep warm by saying they need their coats to go out in the garden. They become self sufficient putting on aprons for messy play, using the pencil sharpener to sharpen their crayons and pencils, washing and drying their hands and disposing of the paper towel responsibly. They support each other, for example one child offers help to another to assemble the train track and they make friends talking about their plan to invite another child home to play.

Children are safe as they find out about the importance of walking rather than running indoors and they share books about subjects such as stranger danger that help them develop a sense of awareness without fear. They also take part in routine evacuation practice and are taught how to handle tools such as scissors safely.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Outstanding
How well does the provision promote inclusive practice?	Outstanding
The capacity of the provision to maintain continuous improvement.	Outstanding

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Outstanding
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Outstanding
How well does the setting work in partnership with parents and others?	Outstanding
How well are children safeguarded?	Outstanding

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Outstanding
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Outstanding
How well are children helped to stay safe?	Outstanding
How well are children helped to be healthy?	Outstanding
How well are children helped to enjoy and achieve?	Outstanding
How well are children helped to make a positive contribution?	Outstanding
How well are children helped develop skills that will contribute to their future economic well-being?	Outstanding

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.