

# Paint Pots Pre-School and Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY283566
<b>Inspection date</b>	11/03/2009
<b>Inspector</b>	Coral Hales
<b>Setting address</b>	400 Bursledon Road, Southampton, Hampshire, SO19 8NG
<b>Telephone number</b>	02380 404334
<b>Email</b>	
<b>Type of setting</b>	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

Paint Pots Pre-School and Nursery Ltd runs four nurseries in the Southampton area. This setting opened in 2004 and operates from a detached, converted house in Bursledon. Most children attend from the local urban area. The nursery is open each weekday from 07.30 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 40 children may attend the nursery at any one time. There are currently 67 children aged from three months to five years on roll. This includes 39 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 16 members of staff who work with the children. They all have relevant experience/early years qualifications at level 2 or 3. There are two managers, one of whom holds a level 6 qualification. One of the owners has Early Years Professional Status.

The nursery is a member of the National Day Nurseries Association and is currently working towards accreditation.

## Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Strong and effective links exist between providers, parents and other agencies who all work together to ensure children's needs are met and their protection is assured. Highly effective written self-evaluation and development plans ensure actions taken are well targeted and effectively bring about sustained improvement to the early years provision. Staff value the diversity of the children and the community. They are highly effective in ensuring that all children are well integrated and achieving as much as they can, and in overcoming barriers which could prevent this.

## 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 garden area to enable children further opportunities to freely explore, use their senses and be physically active and exuberant across all areas of learning.

## **The leadership and management of the early years provision**

The owners, management team and staff have high aspirations for quality and they regularly review what they do and maintain excellent ongoing improvements for the children. For example, staff identify that lunchtime routines are not fully meeting children's needs so they effectively make changes. Staff share an excellent commitment to celebrating the uniqueness of every child. They work together exceptionally well and are focused on helping all children make good progress in their learning and development, whilst promoting their care and welfare.

Very good relationships have been developed with the parents and carers and staff value their contribution as partners in their children's learning. Very effective links with other professionals have been established and staff contact any that share care of any child. Key staff work closely with other agencies to support families who have children with learning difficulties and/or disabilities and good support is offered to families who do not have English as their first language. Children are helped to understand the society that they live in through a broad range of activities and resources used effectively to develop their understanding of others.

Effective safeguarding policies ensure that children are well protected. Rigorous recruitment and vetting procedures are followed to ensure suitable staff are employed. The staff have a very clear understanding of child protection and implement their policies appropriately. Regular supervisions and appraisals are used very effectively to identify development needs and staff have access to regular training to support their continuing personal and professional development. Thorough risk assessments demonstrate that the staff are able to take effective action to keep children safe. For example, they have made the decision not to use the lower part of the garden because it has become waterlogged and is currently being redeveloped. Children are kept safe whilst on outings because staff follow effective procedures, for example, they evaluate if the venue is suitable and full written information is kept of all children leaving the premises.

## **The quality and standards of the early years provision**

Children are provided with excellent opportunities to help them make progress across all areas of learning and development. Activities are well planned and designed to build on each child's interests and abilities. Consequently, children sustain high levels of concentration and develop complex skills through well supported and purposeful play. For example, they learn how to programme the mini robot and begin to understand how magnets work. The planning is flexible and allows for children's own ideas and interests to be responded to. Staff undertake detailed and sensitive observation to very effectively plan the next steps in children's learning.

Children thoroughly enjoy their time in the nursery and all are actively and purposefully engaged in fun and interesting tasks. They all enjoy using the garden, for example, to play hopscotch. A child very confidently shows others how to play.

Children of all ages enjoy using play dough and this helps them to learn to share and take turns, for example, the two-year-olds help each other to take the lids off the containers and give each other some play dough to use. Children also develop their understanding of simple mathematical concepts such as 'more' and 'less'. Their vocabulary is excellent and this is exceptionally well promoted by staff. Children love to tell each other and the adults about events in their lives. They really enjoy looking at books and are very relaxed, for example, as they curl up on a cushion or sit in the armchair to read a favourite story. Children have frequent access to the garden and this is well set out with a range of activities to enjoy in the fresh air. Children play in the sand, the ball pit or just have fun running around with each other. Children's knowledge of technology is well promoted, for example, they show developing skill when using the mouse to draw pictures on the computer.

Children in the baby unit are actively involved in their play, confidently selecting and exploring the resources. They touch toys and explore to see how they work and practise a range of movements in safety. Continuous provision ensures their interest in learning is fully promoted. This ensures that developmentally and appropriate differentiation and challenge are provided for all children that reflects their abilities and interests. Caring, warm and affectionate relationships are evident.

The staff have a thorough understanding of creating a safe and welcoming environment in which risk is minimised and children can begin to learn about how to keep themselves safe. Children behave well given their age and stage of development. They are polite, regularly using 'please' and 'thank you' and listen with interest to their peers and the staff. When children hear the tambourine they immediately work together to help tidy away resources. Throughout the nursery staff continually praise and encourage all the children, motivating them to become active and interested learners. Children learn how to keep themselves safe as they take part in fire evacuations. They learn to be aware of others, for example, in the playground and when out in the community. Children understand what is expected of them and are confident to make their own choices and decisions.

Children follow effective hygiene procedures, and are learning about maintaining a healthy lifestyle. For example, they have opportunities to learn about dental health through planned activities and as they clean their teeth. Children benefit significantly from the balanced and nutritious meals and snacks prepared by the cook. Home routines are followed in consultation with the parents. Key workers complete daily diaries for the younger children and these effectively share care issues to ensure continuity of care.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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](http://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**

There have been no complaints made to Ofsted since the last inspection.

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.