

# Paint Pots Pre School

Inspection report for early years provision

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**Unique reference number** 119506  
**Inspection date** 17/06/2010  
**Inspector** Suzanne Joyce Stedman

**Setting address** 91 Crowstone Road, Westcliff-on-Sea, Essex, SS0 8LH

**Telephone number** 01702 352 668

**Email**

**Type of setting** Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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## 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 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.

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## Description of the setting

Paint Pots Pre-school opened in 1991. It operates from one main playroom in a church hall in a residential area. The pre-school serves the local community. The pre-school is registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The pre-school is registered to care for 26 children from two to five years. There are currently 48 children on roll. This includes 37 funded children. Children attend for a variety of sessions. The group support all children's individual needs.

The pre-school opens five days a week during school term times. Sessions are from 9.30am to 12.00pm on Mondays and Wednesdays, and 9.30am to 12.15pm on Tuesdays, Thursdays and Fridays. On Mondays and Wednesdays there is also an afternoon session from 1.00pm to 3.30pm.

There are a total of eight regular staff and two bank staff who work in the pre-school. All staff other than one of the bank staff have early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, relaxed and settled in the welcoming nursery environment. They enjoy a varied range of activities and learning experiences which effectively help them to make good progress across all areas of their learning. The outdoor area is well used with children spending a good proportion of their time outside. Parents are valued as partners in their children's learning and close links with local schools enable a smooth transition for children as they progress into full-time education. Effective systems for monitoring and evaluating the provision enable the owner and staff to identify areas for continuous improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the next steps in children's assessment records
- develop further pre-reading skills, for example, labelling of items in the playroom
- develop activities and resources to further identify Similarities and differences.

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

Children are safeguarded as robust recruitment procedures are in place and all adults having access to children are suitable to do so. Staff members have a secure understanding of the safeguarding procedures and attend relevant training to update their knowledge. A comprehensive risk assessment is carried out repeatedly ensuring that potential hazards to children are identified and appropriate action is taken. As a result, children play in a safe and secure environment where their safety is given high priority. Staff are appropriately deployed throughout the sessions to ensure that children are well supervised in all areas. All the required documentation is in place. Children's assessments are in place, however they do not currently fully identify the next steps.

All staff employed are suitably qualified and experienced. They are highly motivated and work together well as a team and with the committee. They have a good understanding of the Early Years Foundation Stage and of how to support children's development successfully. They act as good role models, use effective teaching methods and offer children lots of praise and encouragement. As a result, children are at ease, confident and make good progress. Sensitive settling-in procedures are developed for each child in conjunction with their parents or carers. Children are valued as individuals and their choices and contributions respected. They have opportunities to learn about different cultures and traditions although there are limited activities and resources relating to similarities and differences.

The environment is planned to offer children a stimulating and welcoming environment however further labelling of items in the room could help children with their pre-reading skills. Furniture, toys and equipment are of good quality and well organised to enable children to play in comfort and safety and make real choices in their play, consequently developing their independence and decision making. Parents receive good information via the notice board and in conversation with the key workers and staff. All parents spoken to were very pleased with their children's care and education. Detailed information is provided by parents before children start to enable staff to gain an understanding of children's needs, abilities, likes and dislikes. Parents are able to speak to staff on a daily basis. The Pre-school has formed links with outside agencies and other settings delivering the Early Years Foundation Stage.

The committee and staff use self-evaluation systems to reflect on their practice. Strengths and areas for improvement have been highlighted and the setting recognises the importance of ongoing evaluation to further enhance the quality of the provision for children.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy, confident and settled in the child-centred, welcoming environment. Staff set out an interesting and motivating range of activities on a

daily basis which cover all areas of children's learning and development. Staff skilfully allow activities to move on as the children develop and become engrossed in their own ideas. Planning is balanced across all areas of learning and focuses very much on children's interests which ensure activities are meaningful and children are actively engaged. Staff know the children well and effectively support children's learning through their active play and exploration. They promote learning by asking questions. For example, children watching the snails munching lettuce and slithering up the side of the container asked if they were mummy daddy and baby and did the baby have any brothers or sisters.

Children communicate confidently with staff who listen attentively. The snack table is a very good use of a social occasion with children talking about and trying different fruit such as pineapple, bananas, strawberries and grapes. They have great interest in watching themselves and their peers on the slide show on the computer talking about the different activities and experiences they had shared. Children enjoy books as they sit in the cosy book corner, they use mathematical language as they weigh out flour and butter when cooking fairy cakes. Children are praised frequently for their efforts and achievements, promoting their self-esteem. They are becoming independent learners as they eagerly select resources and initiate their own games. Children are involved in choosing forthcoming activities as staff sensitively listen to their ideas and ensure resources are provided for the next session. Children are very involved in the local community, visiting the local beach and tennis courts. Children enjoy being creative as they make Father's Day cards with glitter and coloured paper.

Children are developing a good understanding of how to keep themselves and others safe whilst inside and outside the nursery. Children are offered healthy snacks such as toast or cereal for breakfast and fruit with either milk or water at snack time. Children manage their personal hygiene routines well with free access to the toilets and wash basins. They enjoy energetic games in the adjacent gym and listening games in one of the smaller rooms. Children behave well because they are motivated and busily occupied. Staff provide good role models and help children to share and take turns. Positive activities are shared as children help to clear away at the end of the session. Children are learning good skills for the future as they learn to be independent, form relationships and progress in their learning and development.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **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