



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 131605

DfES Number: 510455

INSPECTION DETAILS

Inspection Date 04/02/2004
Inspector Name Loraine Wardlaw

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Paintpots Nursery and Pre-School
Setting Address 20 Waterloo Road
 Southampton
 Hampshire
 SO15 3AR

REGISTERED PROVIDER DETAILS

Name Mrs Anna-Maria Wright

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Paintpots Nursery, which is privately owned, opened in 1993, but moved to its present building in 2000. It operates from a detached, converted house in Shirley, Southampton and serves the local community. There are currently 94 children from 3 months to 5 years on roll. This includes 37 funded 3-year olds and 11 4-year olds. Paintpots Nursery supports children with special needs and children who speak English as an additional language.

The nursery opens throughout the year, 5 days a week. Sessions run from 08.00-18.00, with children attending full-time, part-time or for a school day.

Eleven full-time and four part-time staff work with the children. Eleven staff members have early years qualifications and two staff members are working towards early years qualifications. The nursery is a member of the Pre-School Learning Alliance and has achieved National Day Nursery Association accreditation.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Paintpots Pre-school provision is acceptable and of good quality overall. Children are making generally good progress towards the early learning goals. Children are making generally good progress in knowledge and understanding of the world, creative, mathematical and physical development and very good progress in the other two areas of learning.

The quality of teaching is generally good. Staff are good role models, are positive when managing children's behaviour and have high expectations. Their interaction with the children is of good quality; they know the children well and are competent in carrying out their work. Planning and assessment is effective, and implemented well. Staff have a sound understanding of the foundation stage and know the learning intentions of activities, within the pre-school. Organisation of resources and equipment is good in the majority of the areas of the pre-school. However, some activities are predominantly adult led, which limits children's opportunities for imagination and expression. Also, sometimes the amount of time children spend on whole group activities, such as discussion and singing, is too long, thus inhibiting the quality of the children's learning. Children with special educational needs are very well supported.

Leadership and management is very good. The manager provides excellent support to the staff and together they monitor the educational curriculum to ensure that all areas of the foundation stage are covered. Training is very much encouraged both in house and externally, to ensure that good practice is shared. The partnership with parents and carers is very good.

Parents receive information on the foundation stage, are involved in the children's learning and are kept up to date with children's developmental progress.

What is being done well?

- The manager has strong leadership skills and works hard building a professional and successful team. All staff are involved in planning, including students and encouraged to attend training courses. The manager is an excellent role model for staff and is actively involved in the pre-school and the overseeing of the planning and monitoring of the pre-school curriculum.
- Children are making very good progress in personal, social and emotional development. They have a good sense of belonging, are excited to learn and become very involved in their play. They form very good relationships with adults, their peers and behave well.
- Children's development in communication, language and literacy is very good. They use spoken language well and initiate talk with adults and visitors. Staff question children effectively and continually extend children's

vocabulary.

- Staff are enthusiastic practitioners; they enjoy their work and have the confidence to become involved and extend children's learning, particularly in role play, and providing mathematical problems.
- Children experience a stimulating programme which covers knowledge and understanding of the world. They learn about features of the local community by travelling on a bus to the library and walking to the nearby cycle shop.
- Partnership with parents is very good. Parents are well informed about children's progress, both informally through discussion with the child's key-worker, and formally through a written monthly report. Parents are involved in the children's learning by helping out when they can, coming in to talk about their jobs/ experiences which link in to the topics and looking after the pre-school's teddy bears either overnight or whilst on holiday.

What needs to be improved?

- the organisation of the creative area, to enable children to access independently the full range of resources, to foster their imagination in art /design and to explore sand and water
- the organisation of the session, to ensure children do not spend too much time on whole group activities such as discussion and singing
- the opportunity for children to freely handle tools and scissors to develop fine motor skills.

What has improved since the last inspection?

There were no key issues raised at the last inspection. There was, however, one point for consideration. This was to develop an annual programme, showing major themes to be covered; special events in the pre -school calendar; festivals to be celebrated; outings and visitors planned to support children's learning. This has now been addressed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children excitedly choose activities and become very involved in their play. They initiate interactions with others and have a good sense of belonging to the group. They form very good relationships with the adults and with the other children. Children behave well and have a good awareness of the boundaries set by the pre-school. Children are developing good personal independence and have a good understanding about people having different needs and cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children confidently speak to staff, visitors and to one another. They use talk to recall past experiences and express ideas. Children are showing an awareness of rhyme and are beginning to link sounds to letters. They listen with enjoyment to stories, understand that print carries a meaning and can recognise their name. Older children enjoy word games based on the Oxford reading tree characters. Children have opportunities to practice emergent writing and some children form letters correctly.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are confident in counting and number recognition. Some children can count beyond nine. Children are becoming aware of simple number problems through every day routines; some children are able to solve the problems, such as the girl who had three cups for four people and knew she needed one more. Children use mathematical language to describe weight and size and are able to recreate patterns. Opportunities to recognise shapes in routine tasks are missed.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children regularly investigate through planned activities such as putting air into a lilo, floating and sinking of objects. Children build and construct with a variety of materials during adult directed activities and they use the computer and other every day technology. Children learn about time through growing of bulbs and about the immediate environment by making visits outside the Pre-school. However, free exploration of water, sand and other sensory materials is not sufficiently exploited.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently, with control and co-ordination during dance and in the garden. They show an awareness of space of themselves and of others. Children are aware of their bodies and are able to visit the toilet independently. They use a range of equipment such as hoops; balls; trikes; trampoline; balancing beams; soft play blocks. Children do not freely handle tools such as scissors except under adult direction.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore colour, texture, shape and form through adult-led activities. They join in enthusiastically to a variety of exciting repertoire of songs, some supported by visual aids. Children have very good opportunities to use their imaginations during role play and in music and movement. Children are able to express their ideas through role play, the use of play dough and in the garden. However, opportunities for children to freely use their imaginations in art and design are missed.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- re-evaluate the organisation of the creative area to enable children to independently access the full range of resources, to foster their imagination in art, design and to explore sand and water
- re-evaluate the organisation of the session, to ensure children do not spend too much time on whole group activities, such as discussion and singing
- increase the opportunity for children to freely handle tools and scissors to develop their fine motor skills.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.