

Paint Pots Pre-School and Nursery

Inspection report for early years provision

Unique reference number EY348221
Inspection date 10/11/2010
Inspector Alison Kaplonek

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Type of setting Childcare on non-domestic premises

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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 and Nursery is one of five nurseries run by Paint Pots Pre-School and Nursery Ltd. It opened in 2007 using the premises of an existing nursery. It operates from the main building and a portacabin, and is part of a Children's Centre. It is situated in Southampton near to the University and the hospital. All children share access to a secure enclosed outdoor play area.

The setting is registered to provide care for 38 children from birth to eight years at any one time. Not more than 12 may be under the age of two at any one time. There are currently 63 children on roll and of these all are in the early years age group. The setting supports a number of children with learning difficulties and/or disabilities or for whom English is an additional language. The pre-school and nursery are open each weekday from 8.00am to 6.00pm for 51 weeks of the year.

There are 11 members of staff including the manager who work with the children. Of these 9 have a recognised Early Years qualification. Two members of staff are attending an Early Years training programme. The manager currently holds a level 4 qualification and is working towards a Foundation degree. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Management and staff work hard to create a welcoming, extremely safe and busy environment to ensure that every child is well supported. Good links with parents, schools and the local authority ensure that every child's individual needs are effectively met. The owners, manager and staff work closely together to evaluate the provision and successfully identify areas for development. They regularly implement changes to ensure continuous improvement in the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further, the links with all parents of children with English as an additional language, to enable all children to be fully supported in use of their first language during the settling in process
- continue to develop staff confidence in their use of the assessment and planning system to ensure that children make the best possible progress in all areas of learning, with particular regard to problem solving, reasoning and numeracy.

The effectiveness of leadership and management of the early years provision

Management and staff carry out good evaluation of their practice, through a variety of methods, enabling a culture of continuous improvement. A comprehensive range of policies and procedures and completion of accurate records, ensures that children's needs are well met and that they are fully safeguarded. Robust systems are in place to ensure that all staff are suitably qualified and appropriately vetted. New staff have a thorough induction process and all staff receive regular appraisals which ensure that any future training needs are identified and courses applied for. Daily safety checklists are carried out on the premises and equipment and comprehensive risk assessments completed for outings and use of the outside play areas. In addition, staff are very clear about their roles and responsibilities. As a consequence, children are provided with a busy but extremely safe environment and good adult support.

Paintpots pre-school and nursery welcomes all children and is able to support children with special educational needs and/or disabilities and those who are learning English as an additional language. They work closely with other professionals who may be involved with the care and learning of some of the children. There are a good range of positive images and resources that children can access, such as small world figures and books, which promote respect for diversity and positive attitudes to differences. All children enjoy many stimulating and interesting learning experiences both indoors and out in the varied garden areas. They easily access the full range of resources which enables learning to take place in all areas of learning. Activities encourage children to make new friends, share and take turns.

Parents are provided with a wide range of information about the setting via a parent pack, regular newsletters and additional updates on the notice board. Parents are asked for their views on the effectiveness of the setting's practice as they complete questionnaires on a regular basis. They state that they are very pleased with the quality of care and learning provided at the setting. Management and staff work closely with parents whose children have special needs or English as an additional language. They involve most parents in finding ways to support children's use of their home language to ensure that children settle well.

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

Children settle well and quickly learn the daily routines of the pre-school and nursery and are keen to take part in the activities available. They confidently make choices of activities and interact well with both staff and their peers. Older children, babies and toddlers are provided with a wide range of resources and activities which enable them to make good progress in all areas of their learning.

Babies and toddlers learn to crawl or walk within a safe indoor environment. They

further develop their physical skills in the outdoor area where they can climb, slide or rock on the see-saw. They use their senses as they explore the feeling of the sand or paint, chattering to staff as they play. Older children use their imaginations well as they use cardboard boxes to make trains, making up their own stories as they move around the room. Children competently and safely use a good range of tools as they cut up their melon at snack time or use large brushes to paint their pictures. All pre-school children enjoy listening to stories and are able to concentrate well in a group situation. They are beginning to count and problem solve as they give out the plates at lunch time. Children behave very well and respond to the praise and encouragement they are given by members of staff. They share and take turns and many older children play and learn well together.

All staff complete observations and assessments and have a good knowledge of what each child knows and can do. Planning covers all areas of learning and ensures a range of both child led and adult led activities takes place for all age groups. Staff have recently assessed that some children are slightly behind in their problem solving, reasoning and numeracy and plan to extend activities in this particular area of learning. Staff gain knowledge from parents about children's interests and capabilities before children start at the setting, completing Unique Child booklets provided by their local authority. They deploy themselves well and some use good questioning techniques to encourage children to think and work out their own solutions. Others are less confident in their use of the assessment and planning system to ensure that children make the best possible progress, particularly in the area of problem solving, reasoning and numeracy.

Children follow excellent hygiene routines and know they must wash their hands and clean their teeth regularly. All children are provided with extremely healthy and nutritious meals which are cooked on the premises. Any health needs children may have are very well met and meals adapted accordingly. A good number of staff are trained in first aid and any accidents or administration of medicines is accurately recorded. Children feel extremely safe and secure as they are reminded about the golden rules and learn how to set their own safety limits. All children and staff take part in regular fire drills to ensure safe evacuation of the building. Children make a positive contribution to their own care and learning as they make choices and learn to interact with their peers. They behave well and respond positively to the praise they regularly receive from staff.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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