

Paint Pots Pre School and Nursery

Inspection report for early years provision

Unique reference number EY411817
Inspection date 02/02/2011
Inspector Jacqueline Munden

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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 at Quob Lane is one of five settings owned and run by Paint Pots Pre-school and Nursery Ltd. This setting registered in 2010 and operates from rooms in Kings Centre in West End, Southampton. Children access enclosed outdoor play areas. The pre-school and nursery serve the community in West End and the surrounding areas. The nursery opens from 7.45am to 6pm, Monday to Friday for 51 weeks of the year. Pre-school sessions are from 8.30am to 11.30am and 12.30pm to 3.30pm, term time only.

The pre-school and nursery are registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 44 children may attend at any one time, all of whom may be in the early years age group. There are currently 43 children on roll aged from 6months to 4 years. The nursery and pre-school receive funding for the provision of free early education to children aged three and four years. It supports children with special educational needs and/or disabilities, and who speak English as an additional language.

At present there are five members of staff who work with the children of whom, four hold relevant childcare qualifications and one is working towards a Level 3 qualification. Of those already qualified, one is working towards an early years foundation degree. The Paint Pots company employ a practitioner with Early Years Professional Status that works in this and the other settings. Both owners are active practitioners in all the settings and both hold Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The exceptionally effective management structure of the pre-school and nursery provide outstanding leadership to the enthusiastic, well qualified team of staff. This results in all aspects of the setting operating efficiently which has a significant impact on children's care and development. Since registration, rigorous, self-evaluation has brought about continuous improvements to greatly improve outcomes for children and to provide a fully inclusive environment. Overall, extremely robust and thorough policies and procedures ensure all children's health, safety and welfare are promoted at all times. Extremely strong relationships forged with parents and others involved in children's care ensures all their individual needs are met very well.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person

should consider:

- further enhancing the written record of risk assessments for outings.

The effectiveness of leadership and management of the early years provision

Children are extremely well safeguarded due to the robust recruitment and vetting procedures ensuring all adults are suitable to work with them. All staff are trained in child protection and are aware of the appropriate procedure to follow should they have a concern regarding a child in their care. The effective system of regularly reviewing the comprehensive range of policies and procedures that underpin the setting's good practice, ensures they always meet regulation and the needs of the setting. As a result, all staff are clear of the procedures to follow and use them as to underpin their good practice. For example, recent changes made to the storage of mobile phones, ensures they cannot be used in the vicinity of children. Risk assessments are used extremely effectively to ensure all children are kept safe and healthy. Although the written record of those for outings lack some information. Meticulous records are maintained to ensure each child's health and welfare are fully promoted, and to track and plan for their learning and development.

In the short time since registration, management and staff have worked cohesively and continuously strive to seek ways in which to drive improvement in all aspects of the provision; this is key to the success of the setting. All staff have high expectations and show a strong commitment to developing and sharing their professional skills. Everyone involved in the setting, including parents and children are involved in the extremely effective evaluation system. For example, parent's feedback is sought after six weeks of their child starting as well as through annual questionnaires. Management use results of self-evaluation to meet ideas and requests and create development plans for the pre-school and nursery. For example, discussions with children reveal they would like an area to dig. Staff provide a part of the growing area outdoors and the tools needed for children to shovel and explore. The main areas for development are displayed for parents to be aware of, and for staff to continuously work towards. For example, 'to continue to maintain a high quality, individually tailored service as our numbers grow'. Action plans show how they intend to further develop the outdoor play area to provide even more interesting and challenging play and learning opportunities for children, and to make access to it easier for children to manage independently.

The extremely high focus and commitment to promoting equality and diversity is significant in ensuring all children are valued and included. Children benefit greatly from the vibrant and easily accessible environment. All areas are superbly organised and resourced providing stimulation and challenge to every child, both indoors and outside. Staff working with babies adapt the environment to meet children's specific needs. For example, they move the room dividers to provide more space to move and explore. Children with special educational needs and/or disabilities and those who speak English as an additional language are welcomed

into the setting and supported by very caring staff. Effective strategies, such as using key words in a child's home language, help them to quickly settle and feel part of the setting. Very effective links are made with parents and other agencies and professionals involved in children's care. For example, staff work with Portage to support children's physical development. Makaton is used to help children communicate and express themselves including those developing their use of English. Staff are aware of how differently boys and girls learn and positively promotes each child's background and culture. Staff recognise the great importance of working closely with parents who report they feel very welcome in the nursery. Parents speak glowingly and knowingly about the staff, the environment and their child's developmental progress. For example, children are now more confident and independent since starting.

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

Children delight in their time at the safe, rich and enabling environment. They all thrive and make excellent progress in relation to their starting points because staff recognise them each as unique and place them at the centre of all they do. The effective key person system ensures that each child feels secure and has their individual learning and welfare needs planned for and met exceptionally well. Effective systems are used to monitor children's progress, and to plan for the next stage in all areas of their learning and development. The excellent planning of the room and outdoor play areas, and the huge range of accessible resources provide a stimulating environment for all children to explore and learn. For example, plans show story bags are used outdoors as well as indoors. The 'loft' area provides an extremely attractive and interesting role play area over two floors which children use in their role play and to find a quiet spot to be alone.

A wide range of interesting adult led activities are planned to ensure all areas of learning are fully promoted and to extend particular areas of individual children's learning. For example, the digital camera is provided to those who use role play clothes in their imaginary play to take photographs of what they look like in outfits they do not generally wear. Children learn about others in society and the wider world as they find out how to wear a sari and compare it with what they usually wear as well as developing skills in using technology. Staff are skilled in using children's ideas to help them make progress, including those with additional needs. For example, children whose interest in play tends to focus on certain areas such as gluing and sticking, are encouraged to learn about other areas by collecting leaves outdoors and using them to make pictures.

Children benefit from being able to move around the three main indoor areas as well as outdoors. Babies are extremely happy and settled in the separate area set up for them where they enjoy the appealing resources that help them develop very well. They explore and compare the raw and cooked pasta with their hands and mouths, and cuddle up on their carers lap for a story. Staff get to know the children quickly through the close attention given and ensure sleep and meal time routines are met well and in accordance with parents wishes.

Babies and very young children benefit from the regular contact with the older children who relish spending time with the younger ones. They sit together at the low level table, making marks with the easy grip crayons.

A strong focus is placed on helping children develop skills for the future. They become increasingly independent as they learn and take part in the routines of the day such as putting their outdoor shoes on before going outdoors and serving their own food at mealtimes. Children learn effective strategies for managing their own behaviour. For example, staff use explanation at a level according to their stage of development. Older children are becoming skilled in solving issues for themselves as they discuss whose turn it is next to sit at the front and pedal the two seated bike. Children develop excellent skills with the computer, many using the mouse to complete appropriate games and the keyboard to spell their names. Children's language and use of letters and sounds is promoted very well. Staff use skilful interaction to encourage discussion and use of language in all aspects of their play. New vocabulary is introduced such as stethoscope when playing doctors. Many children write their names on art work and self-select their name card from the box to practice writing them. At story time, children's interest in books is fostered as they learn about the title and illustrations of the book they are reading. Children are learning about rhymes and the sounds of letters as they join in with familiar stories and songs. Children develop an excellent use of numbers and problem solving skills as staff use opportunities as they arise to promote them. For example, children count backwards from five to zero to signal the beginning of a race and complete number puzzles pointing to the numbers when asked. Staff ask questions to challenge children's learning such as where does the glue need to be to make the paper stick' Children learn about the natural world as they play outdoors digging and preparing the soil for plants; they name the stages of development of a butterfly.

Children are learning about healthy lifestyles exceeding well. They spend lots of time outdoors and in all weathers. Staff are very aware of the benefits of playing outside and constantly offer the opportunity to do so. Although the door leading to the garden is not easy for children to manage themselves, they are very aware they only need to say they want to go out and they are able to. They develop physical skills as they clamber and balance over the robust wooden climbing equipment and use large muscles pedalling bikes. Children enjoy using the garden to extend their imaginary games in the play house and to care for the natural environment in the growing area. Staff talk to children about exercise and are excellent role models. They encourage children to stretch and limber up before running races. Children laugh as they bend and reach before calling out, 'ready, steady, go!' Indoors, they practise star jumps, getting faster and slower. They enjoy a balance of healthy and nutritious foods. Management are constantly looking for ways to improve their diet and follow current good guidance such as brushing their teeth before eating. This procedure is followed in the morning and afternoons to ensure all children attending benefit from learning the routines. Children rush to wash their hands before eating and know they need to after using the toilet. Children learn effective strategies to keep themselves safe in ways suitable to their age and development. For example, they are reminded to use tools such as scissors appropriately. They learn to take calculated risks through their everyday play but also to follow rules that help them to be safe. For example,

they learn to negotiate how to move around large outdoor equipment and to only use it when it is safe to do so. Children learn to cross the road safely when out walking in the local environment.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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