

# Paint Pot

Inspection report for early years provision

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**Unique reference number**

510033

**Inspection date**

28/11/2011

**Inspector**

Hilary Tierney

**Setting address**

Charlton Kings Baptist Church, Church Street, Charlton  
Kings, Cheltenham, Gloucestershire, GL53 8AR

**Telephone number**

07973 301924 (Mobile)

**Email**

paint-pot@zoom.co.uk

**Type of setting**

Childcare - Non-Domestic

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Paint Pot is an out of school provision that opened in 1994 and is privately owned. The group are registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Paint Pot operates from Charlton Kings Baptist Church, in the Charlton Kings area of Cheltenham, Gloucestershire. The group have access to two upstairs rooms and have shared use of the main hall, kitchen and toilets. They share their facilities with other local organisations and plan their activities according to which rooms are available. The local play park is used for outdoor play.

The group may provide care for 50 children aged from four to eight years of age. There are currently 200 children on roll, including 10 children who are in the early years age group. Children are accepted up to the age of 11 years. Paint Pot is open each weekday from 3pm to 6pm, during school term times and on Tuesdays, Wednesdays and Thursdays from 8am to 6pm during school holidays. The group is closed for the first and last week of the summer holidays and between the Christmas and New Year holiday. The group offer support to children who have special educational needs and/or disabilities and to those children who are learning to speak English as an additional language. Children attend from the local village schools and surrounding areas. During school terms the group offer a collection service for children attending local schools.

A team of four staff, including the owner and manager work with the children. Three of the team hold suitable qualifications at National Vocational level 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, confident and comfortable in their surroundings; they demonstrate feelings of safety and security as they play. Children are making satisfactory progress in their learning and development overall; however, observation and assessment systems for younger children are not fully developed so that their interests can be acknowledged. Staff interact and meet the needs of the children adequately and partnerships with parents are satisfactory. However, partnerships with other early years settings are not fully developed. Through self-evaluation, the management of the group have not fully identified some areas of weakness, such as the unmet legal requirements relating to safeguarding children and to documentation. Some of the actions taken are fit for purpose and there is some evidence of their beneficial impact on children's welfare, learning and development.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure a daily record of the names of the children looked after on the premises, their hours of attendance and the names of the children's key workers is kept. (Documentation) 29/11/2011
- obtain information in advance of the child being admitted, about who has legal contact with the child and parental responsibility for the child (Safeguarding and promoting children's welfare) 31/12/2011

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

- develop systems for observation and assessments relating to the Early Years Foundation Stage for younger children so that their interests can be acknowledged and developed
- develop the system of self-evaluation further, using the views of both parents, staff and children, to identify the group's areas for development that will improve the quality of the provision for all children
- develop links with other settings children attend so that practitioners from each setting can regularly share children's care and learning and development to enable continuity and coherence.

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

Safeguarding procedures are adequate. Staff are aware of the procedures to follow in the event of having any concerns about children in their care. Adequate vetting procedures enable staff to be suitably checked and to have the skills required. The children have a suitable understanding about how to keep themselves safe. For example, children understand they must ask staff before they leave the room to use the toilet. The necessary parental permissions are in place. However, the group are not meeting the legal requirement to gather details about who has legal contact with the child and parental responsibility for the child in advance of children starting at the setting. Children's hours of attendance are poorly recorded. For example, only times of departure are recorded for the out-of-school children, and when the holiday play scheme operates, children's hours of attendance are not recorded. This is a breach of a specific legal requirement. The individual needs of the children are met adequately and all children have a key person. However, the staff do not observe and assess the younger children in their care and therefore are not fully embracing children's interests.

Children have free choice of resources and activities, which are easily accessible

and used effectively. These are interesting, well balanced and keep children fully occupied. Staff regularly plan activities for the out-of-school club and when the holiday play scheme operates. Children from both the schemes are able to put their ideas forward and these are used by staff to plan future activities. Staff actively promote equality and diversity. They demonstrate a suitable understanding about how support is offered to children who have special educational needs and/or disabilities, and to those children who are learning to speak English as an additional language.

The staff have generally positive relationships with parents and information is regularly shared with them when they arrive to collect their children. Children are involved in making decisions to some extent, although opportunities to actively gain their views and suggestions have not yet been fully explored. Partnerships with other early years settings, and in particular the schools that children attend, have not yet been fully developed with only a basic exchange of information between the different staff. Although the staff have not formalised their system of self-evaluation, they have identified most of the group's strengths and weaknesses. Staff demonstrate they are motivated to seek further improvement and development for the group and this is likely to bring about some impact on outcomes for children.

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

Children are happy, settled and comfortable in their surroundings. The children all attend from different schools. They make friends quickly and interactions between them are satisfactory. The older children show care and concern towards the younger children. They regularly help the younger children during play activities, such as when playing video games, making items and organising games. Children cooperate and work well together during activities.

On arrival, children organise their own games, getting out the resources with the help of staff. They quickly settle, taking part in role play, craft activities, board games and playing video games. Children enjoy their time at the group and speak with excitement about what they like doing and their favourite activities. Relationships between the staff and children develop well and many of the older children still enjoy coming. Staff know the children well and meet their individual needs adequately. Children are well behaved and understand the rules of the group well.

Children have easy access to books and are able to look at them alone or together with the staff. Children enjoy playing with the play figures and the dolls house, interacting with each other very well. Children also enjoy drawing and colouring. They discuss with excitement about when they are going to start making Christmas cakes and how they are going to do it. Children enjoy designing their own mats using beads. They sit and concentrate well as they make these and chat with their friends nearby.

Children are beginning to show a suitable understanding about healthy lifestyles and enjoy snack time. They understand the importance of simple hygiene routines. For example, they wash their hands before snacks. Children have healthy snacks provided which they enjoy. Older children help the younger children pour their drinks and all children sit together sociably for a snack. Although the group has limited access to outside play, children are able to have large physical play opportunities at the end of the session, when tables are tidied away and they can use the bikes and scooters freely. Children enjoy using this time to ride around the hall and understand about taking turns and sharing.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 29/11/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 29/11/2011