

Paint Pots Preschool @ Woodlands

Inspection report for early years provision

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17/01/2012

Inspector

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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).

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 @ Woodlands opened in 2011. It operates from rooms within the community building on the site of Woodlands Community College, Southampton. The preschool serves the local community and the wider areas. It is one of seven settings privately owned and managed by Paint Pots Pre-School and Nursery Ltd. It provides funded early education for children aged two, three and four years. Children access a secure, outdoor play area. The preschool opens for five weekdays during school terms. Sessions run from 8.30am to 11.30am and 12.15 to 3.15pm. Children may attend a lunch club and a variety of sessions.

The preschool is 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. There are currently 13 children on roll aged from two years to under five years. It is preschool policy to take children aged from two years of age. At present, three members of staff work with the children and they all have suitable early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are busy and involved with an excellent range of activities. Staff organise and plan appropriate activities which effectively support children's development and they implement steps to ascertain their individual needs. This ensures children make good progress in their learning. The majority of risks are assessed and children's safety and security are priorities. The staff are fully involved in the evaluation of the preschool and work with senior managers and local authority staff to maintain continuous development and improvement of the provision.

What steps need to be taken to improve provision further?

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

- identify all aspects of the environment that need to be checked on a regular basis and maintain a record of these particular aspects and when and by whom they have been checked
- enable and support all parents to contribute to their children's learning journeys and provide starting point information when children commence attending the nursery.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as staff have a clear understanding of the procedures to follow if they have any concerns. A suitable safeguarding policy is in place and is available to parents. Appropriate recruitment procedures are followed when employing new staff and all staff complete the required checks. Risk assessments are completed and reviewed regularly. Daily checklists are also used to make sure the preschool is safe. However, long curtains sometimes drape across doorways and this is not included in the daily check list. Children's safety is a priority at the main entrance and around the outside play areas where high fences and locked gates are in place. All required documentation is in place to ensure children's health and safety.

Partnerships with parents are good and parents state that they are very pleased with their children's progress. Engagement with parents is highly valued and this is quickly established through an initial meeting and settling-in visits. Most parents complete the 'Unique child' record, which helps staff set starting points for the children's learning journey. Staff build relationships based on mutual expectations and shared goals for children's outcomes. Questionnaires are used to back up day-to-day discussions and to seek parents' views. Staff support parents by developing handouts to advise them of various ways to help their children make progress and learn. Parents report that this is a very useful document which includes many good ideas. A website is available to parents and newsletters are used to keep parents informed. Staff have excellent relationships with parents and as a result, children are happy, settled, and secure in the preschool, where the key workers meet their individual needs. This means that children progress well, given their age, ability and starting points.

Staff are highly committed to working in partnership with others and forge excellent working relationships. There are well established channels of communication between all partners involved with individual children, which successfully promotes children's achievement and well-being. For example, staff are actively involved in inter-agency and local liaison meetings. Therapists visit the preschool to observe and discuss children, to ensure all possible support is made available to aid their development. Staff promote equality and diversity. Children play with and observe a range of toys and books which reflect diversity. Signs around the nursery include a welcome for all nationalities and cultures. Other languages are valued and staff translate some important documents and signs into other languages to enable families to understand. The staff have good knowledge of each child's background and needs. This helps to identify children's requirements for additional support.

The preschool environment is very effectively planned to support children's learning and development. Furniture, equipment and resources are of high quality and suitable for the ages of the children present. Children clearly benefit from and thrive in the environment. For example, they have plenty of opportunity to play outside and they enjoy both hard surface and grass areas. A large sand pit is

available, as well as a wooden boat for imaginative play. Music, planting and water play is also provided outside. Inside the pre-school, children relish the chance to climb the stairs up to a loft play area. Underneath the loft there are dark, secret areas for exciting games, and quiet spaces for new or less confident children. All children are very well motivated to explore the various learning areas and help themselves to toys from suitably labelled storage boxes. Staff employ a number of monitoring tools to ensure the preschool environment remains interesting and challenging. Peer-on-peer observation is used, to ensure consistency and high standards. Staff work with senior managers to fully evaluate the preschool and drive improvement.

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

Children are very happy and settled with a wide range of activities and resources. Their learning and development is supported by key people who know them very well and are aware of their individual needs. Most parents complete "Unique Child" booklets when their children commence attending and this helps to set starting point for their individual learning journeys. Staff make frequent observations of children's activities and use these to assess their ongoing development. They carefully track each child's individual development and set next steps for learning which are also regularly shared with their parents. They ensure children develop consistently across all six areas of learning. Staff use information from observation and assessment to plan activities tailored to the needs and abilities of individuals. They are highly skilled at extending children's learning because they know the children very well. For example, children are encouraged to count everyone sitting around the snack table and weighing ingredients for baking bread. They demonstrate an understanding of mathematical language when weighing by 'adding a little more flour' and 'measuring up to number nine'. Creativity through music is promoted when children use various saucepans and cooking implements to make a noise. Staff encourage children to sing along as they beat a rhythm. Children enjoy music and enthusiastically join in singing a welcome song to each individual present. They recognise each other's photographs and learn each other's names, which helps to build self-esteem and ensures children gain a sense of belonging. This supports their personal, social and emotional development.

Children know what is expected of them and demonstrate a clear understanding of how to stay safe. They move around the preschool safely and talk about how to keep safe. Children have a positive attitude towards learning and participation through a range of well planned activities. They contribute to keeping the pre-school environment tidy and help to put away equipment after use. They know the signal for "tidy up time". Staff help children with special educational needs and/or disabilities understand by using visual prompts and Makaton signs. All children begin to show an awareness of responsibility within the preschool and, overall, their behaviour is good.

Children adopt good personal hygiene routines and know they must wash their hands after using the toilet 'because of germs'. They are familiar with hand

washing before having snack. Independence is encouraged during snack time and children come for snack when they are hungry or thirsty. A choice of healthy foods, such as crackers with spread, and fruit, is offered. Children spread their own crackers, pour drinks and choose which fruit to consume. They are encouraged to wash up their own plate and cup before returning to their play activities. Children develop a healthy lifestyle through the benefits of the wide range of physical activities available.

Children develop many valuable skills for their future lives. Their ability to apply skills in communication, literacy and numeracy means that they are prepared for transition from the preschool to school. Children sometimes use a computer and learn ITC skills. Children play well independently, becoming active, curious and inquisitive learners.

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	1
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	1
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	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