

Paint Pots Pre-School and Nursery

400 Bursledon Road, Southampton, Hampshire, SO19 8NG

Inspection date	10/01/2013
Previous inspection date	11/03/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- There are very detailed systems in place to accurately assess the children's ongoing development. Staff complete regular and precise assessments of children and they use these to plan challenging and exciting activities.
- Staff development is prioritised. All staff are actively encouraged to fulfil their potential by undertaking courses. As a result their practice is excellent and supports children extremely well.
- Children demonstrate that they feel extremely safe and staff take highly effective steps to provide a safe environment and help children learn about safety.
- The highly stimulating indoor and outdoor environment is exceptionally well organised to enable children to become independent learners. This helps them make excellent progress across all areas of learning.
- Children are extremely well motivated and demonstrate excellent characteristics of effective learning.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed and spent time in all the rooms in the nursery and garden.
- The inspector had discussions with the nursery manager, senior managers, staff, children and parents.
- The inspector sampled the documentation kept on the children.
- The inspector sampled the observations, evaluations and learning plans undertaken on the children.

Inspector

Amanda Shedden

Full Report

Information about the setting

Paint Pots Pre-School and Nursery Ltd runs seven settings in the Southampton area. This setting opened in 2004 and operates from a detached, converted house in Bursledon, Hampshire. Most children attend from the local urban area. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. All children share access to a secure enclosed outdoor play area. Paint Pots

Nursery welcomes children with special educational needs and/or disabilities and also children who speak English as an additional language. The nursery receives funding for free early years education for children aged two three and four years of age. There are 15 members of staff who work with the children. They all have relevant experience and early years qualifications at level 2 or 3 or above. There are two managers, one of whom holds a qualification at level 6. Both the owners have Early Years Professional Status. The nursery is a member of the National Day Nurseries Association and has achieved a Flying High Accreditation and they are currently working towards Healthy Early Years award and Investors in People.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- Develop further the use of the sharing bags to extend learning at home to all age groups.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff throughout the nursery have an excellent knowledge about the Early Years Foundation Stage and implement this framework very successfully. In addition they have a comprehensive understanding of each of the children so they know exactly how each one is progressing. They evaluate and monitor the progress of each child highly effectively and create plans that are tailored to suit the capabilities of each of the children in each of the rooms to support their continuing development. Staff use the ongoing assessments of children's progress to provide regular and comprehensive information for parents and this information forms the basis of the two-year-old assessment.

All staff are extremely good role models. They use meaningful open-ended questions to further challenge children's learning. For example, when playing with the train and fire engines the conversations encourage children to think and recall their own knowledge. They answer questions about why the fire engines have their sirens going and why. They look at the pictures of the fire station and recall what they did when they visited there. Children contribute what they know about why trains have turntables. When the young children point out things on a poster the positive interaction of the staff ensures that the conversations fully promote their understanding and vocabulary.

Children are thriving under the care of the enthusiastic staff. In the pre-school room the staff ask the children if they would like to go on a 'bear hunt'. They respond enthusiastically, all wanting to join in. Under the innovative care of staff they go into the garden where they act out the story using their imaginations as they swish swash through the long grass and squelch through the mud until they end up safely back in their beds. The toddlers select books to look at, turning flaps and pages. Staff introduce children to different aspects of safety as they talk about the dangers of scissors. The children are interested and become engaged in looking at one of the interest boxes they created last week. Together the staff and children discuss and examine the contents talking about all the objects in the box that belong under the sea. This helps develop young children's vocabulary as they talk about, for instance, kelp and the names of the different creatures under the sea. The babies concentrate and persevere as they try and glue tissue onto paper. Babies are inquisitive as they explore the sensory room. They touch the colours that are shimmering in front of them, experiencing a range of textures from the soft fibre optic strands to the hard colourful bubble tube. All the experiences the children have at the nursery support and have a positive effect on their preparation for their next stage in their learning and help them to reach their full individual potential.

Children with identified needs are very well supported. Staff use additional resources and effectively adapt their teaching methods to meet these children's needs. They are highly effective in supporting children who are learning English as an additional language. They obtain significant words used within their home language to help them communicate. Children feel valued and learn about others through looking at resources and artefacts from different cultures and countries. Parents are invited in to read stories in their own language to help the child have pride in their home language and share their knowledge with other children.

Parents are fully aware of the activities and experiences their children are having at the nursery. Excellent resource sharing between the setting and home is encouraged by the pre-school room, such as providing books for children to take home. This provides parents with a lovely opportunity to help their children obtain a love of books through reading and talking about the pictures.

The contribution of the early years provision to the well-being of children

Children are eager to be involved in activities and they show they are happy in their environment as they move around confidently. They enjoy the spacious and comfortable surroundings and they know the daily routines. They are consistently confident in their communication with the staff and with each other. Babies are settled and their continuing development is encouraged by the staff who know their needs extremely well. Their area has been designed well, giving the youngest children different rooms to play in. This gives them space, comfort and variety whilst in their unit. They show strong emotional contentment due to the continual attention from the nurturing staff. Staff cuddle and comfort the babies off to sleep if that is what is needed, meeting their needs extremely well.

Children are kept extremely safe and staff prioritise safety and maintain staff ratios at all times. Children have very regular opportunities for outdoor physical play. Staff thoroughly assess risks in advance and records show how these are fully managed. Babies and toddlers have a different part of the garden to play in; this protects the younger children from the more boisterous older children. The resources in this part of the garden are particularly suitable for this age group. Younger children access the larger area of the garden when the pre-school children are not present. Older children are eager to play; they clamber up the steps to the play house, they run and kick balls, they practise scoring goals and they peddle on bicycles and learn to steer. These daily outdoor activities are in addition to group activities such as parachute games or hunting for bears. Staff closely supervise children at all times.

The nursery has been forward thinking and has a physical activity and nutritious co-ordinator. Their role is to monitor the levels of activity the children undertake and the quality of food the children are offered. This ensures that the nursery supports children in meeting the latest government targets for physical activity and being offered healthy food. Children enjoy their snacks and meals that have been freshly prepared for them. Older children are supported to serve themselves at meal times and pour their own drinks. The children sit together in their base rooms for snack and meals making it a social occasion. They learn about keeping healthy through excellent practice and routines. They wash their hands at appropriate times, brush their teeth after meals and know the reasons for doing so.

Children's behaviour is excellent; staff focus on the positives of behaviour building on children's self esteem. Older children talk about the 'golden rules' and can earn badges for a variety of behaviours, including being kind to their friends. Younger children beam with pleasure when they have been praised and staff help talk through any issues, such as sharing. This helps them learn to respect each other and as they grow older they are aware of the need to take turns with each other without being reminded.

The nursery offers the children a highly stimulating environment from the two well-equipped gardens to the different playrooms catering for all the ages that attend. The displays of the resources throughout the nursery encourage children to select for themselves what they would like to play with. In the baby room they have, for example, treasure baskets on the floor that are rotated to keep their interest. The older children have resources on open shelving, clearly labelled so they can see what is inside. The displays of their work give them a sense of pride and belonging.

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

The leadership of the nursery is inspirational. All staff are supported to be excellent practitioners and they are actively encouraged to fulfil their potential by undertaking courses to progress in their professional development. Extremely effective systems are in place and used by management to monitor and maintain the highest standards for the

nursery. There are highly reflective systems in place to ensure that all areas of the Early Years Foundation Stage are being met. The management team continually monitor the impact of teaching and the development and progress of the children. Management and staff work well together as a team and regular appraisals and peer on peer observations help to maintain the highest standards of practice.

Children's welfare and keeping them safe are a high priority in the nursery. In addition to all staff having safeguarding training they have a member of staff who is in charge of the pastoral care of the children. Senior management have undertaken appropriate training and are experienced in working with other agencies. The systems in place promote children's welfare extremely effectively and any concerns are dealt with in a constructive manner.

The nursery has comprehensive, well organised systems in place to provide a broad range of experiences for children attending and this helps them make excellent progress in their learning and development. The key worker system works extremely well, they have clear systems for monitoring children's progress and fully encourage children in their next steps in learning. They are actively identifying individual children's learning needs and supporting their progress by targeting their learning through extremely effective and well-focused planning.

There are highly effective partnerships with parents. Parents are fully aware of the experiences their children are having. They are invited in to play with their children and special father and grandparents days are arranged regularly. They are encouraged to engage with their children at home through book bags and with the use of 'communicate friendly space sacks' which include tents and torches. However, this practice is not fully effective for all age groups. Regular newsletters or emails home, whichever the parent prefers, keep the parents fully aware of what is happening at the nursery. Parents are extremely pleased with the nursery and they state how friendly and helpful the staff are. Their children enjoy coming here and they can see the progress their child is making. Staff have excellent links with other professionals, such as health visitors, speech therapists and social workers. This helps them to support children extremely effectively.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY283566
Local authority	Southampton
Inspection number	896125
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5

Total number of places	40
Number of children on roll	88
Name of provider	Paint Pots Pre-School & Nursery LTD
Date of previous inspection	11/03/2009
Telephone number	02380 404334

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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