

# Paint Pot

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

## Inspection date

27/06/2013

Previous inspection date

28/11/2011

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- Staff have strong relationships with children and provide a warm, caring environment within which children feel safe and secure.
- Staff support children's personal development well, nurturing their confidence and independence successfully.
- Children enjoy the activities that staff plan and have good opportunities to make independent choices between resources.
- Parents are pleased with the care and support that staff provide.

### It is not yet good because

- Policies and procedures are not robustly in line with the statutory regulations of the Early Years Foundation Stage framework.
- While staff keep parents informed about children's daily experiences, they do not consistently share their developmental records.
- Supervision meetings with staff do not fully support the staff in their continuous improvement, which has an impact on the outcomes for the children.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 toured the areas that children use and observed the activities taking place.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The inspector looked at samples of policies, procedures, records and children's learning and development documents.
- The inspector spoke to parents as they collected children to gather their views on the group.
- The inspector completed a joint observation with the manager in the indoor learning environment.

**Inspector**  
Sue Bennett

## **Full Report**

### **Information about the setting**

Paint Pot is a privately owned out of school provision, which registered in 2001. It 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. Paint Pot is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 75 children on roll, including three children who are in the early years age group. The group 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 offers a collection service for children attending local schools. A team of four staff, including the owner and manager, work directly with the children. Three staff members hold appropriate childcare qualifications.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that all policies and procedures meet the regulations of the Early Years Foundation Stage Statutory Framework and are regularly reviewed to support children's welfare.

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

- enhance staffs professional development by increasing the frequency of supervision meetings to further support their understanding of children's learning and development
- strengthen further the systems for sharing children's development records with parents so that they can support their learning at home

## Inspection judgements

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

All staff demonstrate a suitable knowledge and understanding of the learning requirements of the Early Years Foundation Stage. They plan exciting activities that stem from children's interests. For example, they know that children enjoy computer games, so they link this into creative activities and children enjoy making wool pompoms to represent electronic bird characters. An appropriate selection of resources, both indoors and outside, suitably support children's development needs and encourage them to play and explore independently. When children come into the group, they keenly make choices from the easily accessible toy boxes. They competently organise the role-play area into a shop, talk about the cost of items, and pretend to give change. This demonstrates their developing mathematical awareness. In the outside area children play co-operatively together with the bats and balls. They enjoy running around and playing games with their friends. Children talk happily amongst themselves and to visitors, describing what they are doing and why. They explain that dragons and dinosaurs lived a long time ago and were very scary. Staff support children's communication skills positively by asking questions about their day at school. They develop their understanding of language effectively by encouraging them to sequence events in order, such as 'before' lunch and 'after' lunch. Staff show a genuine interest in children's achievements and use positive praise, such as 'well done', which nurtures children's self esteem.

As children play, the key person observes their progress and uses these observations to complete assessments. This enables planning for future activities to extend children's learning experiences. For example, staff provide a selection of glitter glue pens to motivate children who were reluctant to participate in creative activities. Appropriate support is in place for children's individual needs. When staff give instructions to children, they ask them to repeat them so that they know they clearly understand. This strengthens children's independent thinking and confidence, and supports their progress in school.

Staff have strong links with parents. They know families well and through daily dialogue share children's experiences and achievements. However, staff do not consistently share children's developmental records with parents and encourage them to continue learning at home. This is a time element, because parents are in a rush to collect their children at the end of the day. Suitable systems are in place to help new children settle comfortably into the group, including a buddy system, which children enjoy.

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

Children join the group happily after their day at school. Relationships between the staff and children are strong. Staff have a warm and caring approach and know the children appropriately well. This helps children to feel safe and secure. The key person system is clear and parents understand who is responsible for their children. Staff are positive role models, who work together well as a team. They encourage children of all ages to support

each other. For example, older children help younger children to open resource boxes and hold chairs for them while they sit down. Children enjoy play with imaginative resources, such as making pretend meals for staff and play with the pirate ship. Staff have a consistent approach to behaviour and appropriately help children to understand the consequences of their actions. Children respond positively and enjoy the stars that they receive to acknowledge their contributions to the group, which suitably supports their self-esteem. Staff develop children's understanding about the importance of sharing and taking turns appropriately. For example, they encourage children to decide amongst themselves the fairest way to take turns in games and during computer activities. Children are co-operative and keenly help to tidy toys away before snack time. Circle time activities give children time to relax and voice their opinions and thoughts. They discuss their likes and dislikes and make collaborative decisions on future activity choices. Children are independent and confidently organise their play experiences, inviting their friends to join in. These skills support their personal development well and help prepare them effectively for future learning.

Staff promote children's understanding of safety well by explaining the need to take care when using scissors. Children know that registration systems keep them safe. They ask visitors about their purpose and understand that strangers wear badges to verify their identity. Children enjoy the variety of snacks at teatime. They are developing an appropriate understanding of good health, explaining that fruit and vegetables are good for bones. Children are independent in their self-care routines and know that it is important to wash hands before eating and after toileting. The outside area provides good opportunity for children to enjoy fresh air, run around and be energetic. Similarly, indoors, children are able to rest and be calm if they so wish on the comfortable cushions.

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

The manager has a sound understanding of her responsibilities for safeguarding. She has attended appropriate training for her designated role and ensures that staff regularly attend training updates. During discussions, staff demonstrate that they have a clear understanding about what to do if they have concerns about children within their care. A range of policies and procedures are in place to ensure children's welfare but these do not meet the regulatory requirements of the Early Years Foundation Stage. For example, the safeguarding policy does not include reference to the use of mobile phones and cameras, and the behaviour procedure and equal opportunities policy do not name practitioners responsible for specific roles. These omissions impact negatively on the provision for children's welfare. Robust recruitment and vetting checks are in place, ensuring that staff are suitably qualified and experienced for their respective roles. Records for children's attendance, accident and medication are thorough and ensure appropriate regard for children's safety. Staff always inform parents about any incidences which affect their child. Periodic emergency drills for fire take place and are suitably recorded. Staff supervise children acceptably at all times and regular risk assessments ensure that all areas are safe for children's use. Before joining the group, the manager obtains acceptable levels of information about children, which further ensures their welfare.

The manager has a sound commitment towards continuous improvement overall. She regularly meets with staff, seeks the opinions of parents through daily discussions and encourages children to voice their thoughts through the circle time activities. During a recent discussion, children contributed their views on the snack system. Further examples include a review of the door security, resulting in the installation of a buzzer system. These systems contribute suitably towards self-evaluation processes and demonstrate the group's continuing consideration for improvement. The manager appropriately oversees the educational programmes, ensuring that the learning and development requirements are suitably met and all children are treated equally. She regularly observes staff as they interact with children, although meetings to discuss professional practice with staff are inconsistent. Whilst minimal, this affects the overall quality of learning experiences for children. Staff have suitable opportunities to progress their professional development by attending training courses, such as attaining a level three in childcare. The group has successfully addressed all actions and recommendations from the last inspection.

Partnerships with local schools and specialist agencies suitably support children's care transitions and their individual needs. During discussions, parents comment how that their children are happy and enjoy their time in the group. They feel that staff understand their children's needs well and are very approachable and caring.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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 action. 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

<b>Unique reference number</b>	510033
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	814332
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	50
<b>Number of children on roll</b>	75
<b>Name of provider</b>	Deborah Taylor
<b>Date of previous inspection</b>	28/11/2011
<b>Telephone number</b>	07973 301924 (Mobile)

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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, which are usually the childminder's 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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