

Paint Pots Pre-School and Nursery

400 Bursledon Road, Southampton, Hampshire, SO19 8NG

Inspection date	11/04/2014
Previous inspection date	10/01/2013

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

- Children make excellent progress in all aspects of their learning because they are supported well by an extremely effective team of staff.
- The outdoor area is particularly well resourced to capture children's interest and extend their learning. Consequently, children are extremely enthusiastic and motivated in their play.
- The nursery is run well by a highly effective management and staff team. Consequently, children flourish in the safe, secure and nurturing environment provided.
- Exemplary partnerships with parents and other professionals contribute towards children's individual needs being consistently and effectively met.
- Children thrive in an atmosphere of high expectation. There are lots of happy smiling faces.

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 observed activities outdoors and in the toddler and pre-school playrooms.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and owner of the nursery and spoke with parents, staff and children.
- The inspector looked at children's assessment records and planning documentation, policies and procedures and regulatory documentation.
- The inspector checked evidence of suitability and qualification of practitioners working with the children, the provider's self-evaluation form and improvement plan.

Inspector

Marilyn Joy

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 nursery 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. There are 17 members of staff who work with the children. There is one member of staff with Early Years Professional Status, two with early years qualifications at level 5 and 11 with qualifications at level 3. There are three unqualified staff who are working towards a qualification at level 3. There is one member of staff working towards a level 5 qualification. 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. They are currently working towards a 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:

- enhance indoor play areas further with more opportunities for children to see and use words, letters, signs and numbers in their play.

Inspection judgements

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

Children make excellent progress in the nursery because they are skilfully supported by staff who know them well. Management and staff have an exceptionally good understanding of how children learn. Staff use their knowledge extremely well to provide children with very good support appropriate to their age. Management ensures new staff are fully aware of the planning and assessment arrangements for individuals and groups of children. In addition, staff regularly share information so they all have the knowledge to promote each child's progression extremely well. Staff regularly review children's progress, including the required progress checks for two year old children, and share this information with parents. Staff identify where children would benefit from additional support and liaise with other professionals, such as speech therapists. This means all children receive the support they need to make excellent progress according to their individual capabilities and starting points. Staff use the 'Every Child a Talker' programme

successfully to encourage children's communication and language skills. Children benefit from specific activities tailored to their individual needs.

Staff prepare children exceptionally well for the next stage in their learning, whether this is moving age groups within the nursery or going to school. Staff arrange settling-in visits so that children become familiar with staff, children and a new playroom when they move age groups in the nursery. They organise these visits to suit individual needs and involve parents. Children benefit from this reassuring approach which provides them with a secure foundation for future learning. Management also liaises with the school children are due to attend and arrange several visits. Consequently, children become familiar with school surroundings which gives them confidence for the move. In addition, a strong emphasis is placed on promoting the children's skills in readiness for school. These skills include helping children become motivated and independent learners. Older children clearly demonstrate these skills as they organise their play, find the resources they need and communicate with adults and one another.

Management and staff use a very effective and consistent planning and assessment system throughout the nursery. Staff observe children regularly and notice what interests them. Staff accurately monitor children's achievements and plan their progression according to their interests. Activities become increasingly challenging and complex. For example, staff model conversations with younger children and introduce the vocabulary they need to express themselves. Other staff extend older children with more challenging questions that encourage critical thinking, such as 'can you remember?' or 'how can we...?' Likewise, when pretending to make cakes in the sand staff encourage children to think about the ingredients they might need. Staff skilfully and routinely challenge children as they play. Staff encourage counting with all ages and refer to the size and shape of objects they are using. Consequently, children's mathematical knowledge is easily encouraged. When children show an interest in bugs and insects, staff suggest turning some logs over to see what is underneath. Children eagerly do so and then hurry indoors to find the magnifying glasses so they can examine the bugs more closely. Staff make resources easily accessible which means children independently select what they need or want.

Children of all ages use the garden, which is extremely well resourced. There is a playhouse on a raised platform where children engage in role-play with staff and become adept at climbing steps. There are areas where children engage in growing plants, experiment in the mud kitchen and be creative. Indoors and outdoors, there are plenty of opportunities for children of all ages to handle a wide range of equipment and tools. This helps them develop their hand to eye coordination in preparation for later writing. Children paint and draw. Older children begin to form recognisable letters and write their name. Generally, there are examples of words, letters and numbers displayed throughout the nursery. However, there is not an extensive range of signs, notices or labels for older children to become familiar with and use in their play. For example, there are no signs that tell them how many children can play in a particular area or develop role-play activities further. On the other hand, staff encourage children's early writing skills preparation for later reading when enthusiastically sharing books with children and encouraging them to experiment with writing.

Management organises training days for staff throughout the year. They use these extremely successfully to reinforce and extend staff skills and revitalise experiences for children. For example, following recent training staff set up exciting habitats for children to explore with play figures and animals. The mix of different materials and objects engages children's curiosity and enthusiasm. Consequently, this prompts lots of conversation and questions enabling staff to promote children's vocabulary and critical thinking. Younger children thoroughly enjoy investigating a beach scene with shells, sand and a pretend sea made from cornflour and water, which is coloured blue. Children are mesmerised as staff encourage them to explore. Older children, on the other hand, are interested in dinosaurs and staff successfully challenge them to create their own habitat from the variety of materials available.

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

Children thrive because they are extremely comfortable and at ease in the nurturing environment provided. Older children demonstrate high levels of independence in the confident manner in which they play. They choose whether they want to play indoors or outdoors and the resources they want to use. Younger children benefit from mixing with older children when playing outdoors. It gives them confidence as they get to know other staff and children. Consequently, this prepares them well for the move into the older group. All ages learn skills from one another; whether this is sharing, using equipment or imaginative play. Staff are extremely vigilant in supervising children and notice where they need support and guidance. For example, staff hold younger children's hands so they can balance safely and successfully complete an obstacle course. Staff extend older children by giving them the responsibility of collecting the plates for lunch and setting the table. Children are so familiar with the routine for serving themselves that they organise this for themselves, demonstrating excellent independence skills.

Management and staff promote an extremely healthy lifestyle in the nursery. Children play outdoors daily. Management recognises the value of children choosing healthy options themselves. Consequently, they are in the process of building a balcony for the younger children whose playrooms are upstairs. This means they will also have the opportunity to move freely between indoors and outdoors and enjoy plenty of fresh air and exercise. Staff teach children about good hygiene routines. Consequently, children learn about the importance of cleaning their teeth after meals, as well as washing their hands at appropriate times. Children enjoy the healthy and nutritious meals which are freshly prepared daily. Parents are particularly pleased with the care taken to ensure meals, snacks and cooking activities take account of children's individual dietary requirements. For example, all children make their own biscuits and pancakes for Pancake Day and this positively contributes towards all children being valued and involved.

Children behave extremely well. They know what is expected of them and older children rarely need reminders. Children benefit from the excellent guidance and consistent boundaries they are given. The frequent praise and encouragement they receive successfully boosts their self-esteem and reinforces positive behaviour. Children relish the nurturing support they receive. They each have their own key person whose role is to

focus on their individual care and learning needs, as well as, liaising closely with their parents. Staff work extremely closely with one another so that if they are absent there is another member of staff who has a very good knowledge of their key children. Consequently, children benefit from dedicated staff who give paramount consideration to meeting their individual needs. In addition, staff are committed to keeping children safe and teaching them about how to stay safe. For example, children learn about road safety when going for walks and the role of the fire officer when visiting the fire station. Management and staff ensure the environment is clean, safe and extremely well resourced to cater for each child's all round development. Overall, staff present challenging resources imaginatively which engages children's interest and enthusiasm for learning.

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

Excellent leadership and management within the nursery means children are extremely well looked after, safe and secure. Management have a very thorough understanding of the Statutory Framework for the Early Years Foundation Stage and their responsibilities. Consequently, all the requirements are securely met. Management uses extremely robust recruitment and employment procedures to ensure staff are suitably experienced and qualified to work with children. This includes an extremely thorough induction and excellent ongoing support and performance management procedures. Consequently, children benefit because staff fully understand their roles and responsibilities and the nursery runs smoothly. Management and staff have a secure knowledge and understanding of child protection issues and procedures. They know what to do if they have concerns about a child in their care. Management places safeguarding and child protection on the agenda for every staff meeting and training is updated annually. This helps maintain highly effective practice. The premises are thoroughly checked daily and staff organise outings very carefully. Consequently, potential risks are minimised and children stay safe.

The inspection found that management and staff place a strong emphasis on ensuring children's safety and safeguarding their welfare. Children benefit from a high ratio of adults to children throughout the nursery. The manager is not included in the adult to child ratio so is always available to provide additional support to cover staff breaks and meet with parents or visitors to the nursery. This enables staff to be deployed effectively and focus their attention on supervising children, promoting their learning and meeting their individual needs. Visitors to the nursery are monitored and none are left alone with the children. This ensures children remain safe and not at risk of harm from persons who enter the nursery. This was particularly important during the recent building works at the nursery. Management completed a thorough risk assessment and instigated clear procedures to keep children safe. Internal building work was fenced or partitioned off from areas used by the children. Staff and management explained how they made sure children were supervised and kept safe at all times while work was being carried out. Parents commented on how well the building work was managed and how reassured they were by this. More work is due to be completed outdoors. Therefore, this area remains securely separated from outdoor areas used by the children. Consequently, children's safety is

maintained.

Enthusiastic and highly effective management promotes a strong ethos of high expectation and self-improvement. Management and staff continually reflect on their practice and successfully identify areas for further development. Each room prepares their own action plan for improvement and this informs the nursery's overall development plan which is then implemented extremely effectively. The recommendation raised at the last inspection has been clearly met. Staff produced more activity bags to share with parents. These include interesting and challenging items for babies to investigate and mathematical games for older children to play. Each bag contains guidance for parents to help them achieve the most from the contents of each bag. Consequently, parents have more opportunities to be involved in extending children's learning at home. Management uses a number of methods to evaluate children's learning and improve practice within the nursery. Consequently, they demonstrate an extremely strong capacity for continual development and improving outcomes for children.

Partnership with parents is very good. Parents are fully informed about all aspects of their children's care and learning. This is through a wide range of written and verbal communications. Parents speak regularly with their child's key person and are encouraged to contribute to their progress records. Parents are extremely complimentary about the nursery and how settled and happy their children are. Parents comment on the effective settling-in routines when their children first attend and as they progress through the nursery. Management works extremely closely with parents and other professionals to support children with special educational needs and/or disabilities. Parents appreciate how successfully staff respond to their children's individual needs.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	967788
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	52
Number of children on roll	113
Name of provider	Paint Pots Pre-School & Nursery Ltd
Date of previous inspection	10/01/2013
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, 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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