

Paint Pots After School @ Banister School

Banister Primary School and Nursery, Banister Gardens, Southampton, SO15 2LX

Inspection date	14/05/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children are very confident and motivated to play and learn as they develop close bonds with staff who enjoy being involved in their play.
- Staff use effective systems to get to know the children quickly and use children's interests and ideas to shape the planning of activities.
- Successful partnerships with parents and the school help staff to support children's individual needs well.

It is not yet good because

- The outdoor area is not secure as required. Staff do not consistently use snack time effectively to fully promote children's independence and self-care skills.

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 both indoors and outside.
- The inspector had discussions with parents, staff and children.
- The inspector sampled a range of documentation including children's records, staff records, safeguarding procedures and risk assessments.

Inspector

Jacqueline Munden

Full report

Information about the setting

Paint Pots After School @ Banister School registered in 2013. It is one of eight settings owned and run by Paint Pots Pre-School and Nursery Ltd. It operates from classrooms in Banister Primary School in Southampton, Hampshire. Children also have access to the school library and hall and an enclosed outdoor area. The club is open each weekday from 3.30 pm to 5.30 pm during school term times. The club is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The club takes children that are attending Banister School. There are eight children on roll. Of these, one is in the early years age group. Children come from a wide catchment area and are able to attend for a variety of sessions. The setting employs two members of staff who both hold a recognised early years qualification.

What the setting needs to do to improve further

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

- ensure the outdoor play area is secure

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

- increase opportunities for children to develop independence and self-care skills at snack time.

Inspection judgements

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

Children bound in to the club, happy to see their friends and the welcoming staff. Staff make assessments of each child and find out their interests when children first register at the club. They obtain information from the school teachers about each child's level of development to help them plan a good balance of adult directed activities. Staff make sure plans include children's interests and that they promote the next steps in their learning and development. For example, children write what they would like for snack, such as crumpets, on their wipe clean place mats. Staff sit with the children and help them to spell the words by saying the phonic sound of each letter and by 'writing' the letter in the air with their finger. Children respond well to the help and confidently write each letter. As a result, children are increasing their literacy skills.

Children are fully involved in life at the club as staff invite them to contribute to the planning. Children say they would like to play skittles for example, and staff make sure the

equipment is available in the future. This means children are interested and engaged in their play and learning. Children happily select what they want to play with and often select a favourite game to play with staff. Staff make good use of these opportunities to promote children's learning and enjoyment. For example, while playing the 'Jack and the Beanstalk' game, staff encourage children to count. They skilfully explain the rules of the game at the child's level of understanding and demonstrate counting, using their fingers to help children select a number under six. They point, with the children, to each finger until they reach five which promotes children's mathematical skills. Children relish playing outside where they develop physical skills. Children of all ages play alongside each other, taking turns and using their ideas for ball games.

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

Children build strong bonds with staff who are interested in what the children say and do and who often engage in their play. Staff are good role models, speaking to children in a calm and friendly manner. They use effective strategies to teach children to respect each other. For example, staff involve children in drawing up a list of 'golden rules'. This helps all children to know the boundaries and expectations of everyone in the club. Staff promote good manners by reminding them to say please and thank you. Children forge friendships with the other children and play well together. Staff recognise and reward good behaviour, for example by awarding stickers to children for being 'good tidy uppers'. This has a positive impact on children who show pride and strive to receive another. As a result, children are very confident, behave well and their emotional development is fully supported.

Staff successfully liaise with children's teachers to help them support children as they move up to the next school year. This has a positive effect on supporting children in the next stage in their learning. Staff provide activities to help children assess risks in the environment and learn how to keep themselves safe. Children take part in fire drills so they know how to act in an emergency. As a result, children learn responsibility for their own safety and to follow rules. Staff effectively teach children to keep healthy. They make sure children get lots of time to play outdoors in the fresh air where they develop strength and resilience. Staff continued a recent healthy eating topic in the club that was being run in the school. Staff taught the children about foods that are good for them and presented a range of common and unusual fruits for children to experience. Children had fun as they made fruit salads and pushed grapes on to skewers to make 'grape caterpillars'. Staff provide healthy options of foods that children select from at snack time. However, staff make the sandwiches and prepare the tables which means children are not always learning to be fully independent and extend their already good self-care skills. Staff provide an appropriate range of resources that children are interested in. They plan to increase the outdoor equipment once they have suitable storage for it.

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

Overall, management has a secure understanding of the safeguarding and welfare requirements. Rigorous vetting and recruitment procedures help to ensure adults working with children are suitable. All staff undergo a thorough induction including informing them of their roles and responsibilities in helping to protect children. All staff have a secure knowledge of the child protection procedures to follow should they have a concern regarding a child. Staff ratios are maintained. There is a policy and procedure in place to risk assess the premises and staff complete a written daily checklist. However, the gates in the outdoor play area are not locked so the area is not secure as required. At present, staff supervise the children closely when they are playing outdoors so there is little impact on children's safety. Nevertheless, staff are not always able to guarantee they can monitor who enters and leaves through the gates. In addition, the provider does not meet the requirements of the Childcare Register.

The management team has a clear understanding of the learning and development requirements. The enthusiastic and experienced manager and staff provide and monitor an enjoyable programme of activities that promote children's learning and development. Ongoing staff appraisals are used to target their professional development. The staff team implement effective systems to evaluate all aspects of the club. They seek feedback from parents and children to help them identify areas for improvement. The manager uses a continuing action plan to help her monitor the steps she takes to improve outcomes for children. Most recently, a book has been introduced to provide a way for the school teachers, the club staff and parents to share information about each child. This strengthens the already firm partnership working and helps to ensure children's needs are met. Parents report their children are very happy and make friends with other children, and 'often do not want to leave at home time'. The manager is trained as a special educational needs coordinator and has experience of working with other professionals and agencies involved in children's care and welfare. This helps to deliver a consistent and inclusive approach to supporting children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure the children are not able to leave the premises unsupervised except where the child is aged eight or over and the parent of the child has agreed that they may leave the provision unaccompanied (compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises. (compulsory part of the Childcare Register)

- ensure the children are not able to leave the premises unsupervised except where the child is aged eight or over and the parent of the child has agreed that they may leave the provision unaccompanied. (voluntary part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises. (voluntary part of the Childcare Register)

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	EY471718
Local authority	Southampton
Inspection number	943869
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	8
Name of provider	Paint Pots Pre-School & Nursery Ltd
Date of previous inspection	not applicable
Telephone number	02380393313

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

