

# Paint Pots Preschool @ Woodlands



Woodlands Community College, Minstead Avenue, SOUTHAMPTON, SO18 5FW

**Inspection date** 9 June 2015  
Previous inspection date 17 January 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The whole staff team demonstrates a strong commitment to providing a high-quality provision. Staff attend training events to increase their professional development, such as training in encouraging boys' writing. This has had a good impact on the learning experiences they offer children.
- Overall, the quality of teaching throughout the pre-school is very good. Staff ensure all children, including those who speak English as an additional language, make very good progress in their learning.
- All children are respected and valued, and staff are sensitive to children's individual needs. Children form strong attachments to staff, which helps them develop confidence and self-esteem that helps them learn.
- Staff use the very good observation, tracking and assessment systems to ensure all children are being challenged to reach their full potential.
- A very good partnership between the pre-school and parents ensures key information is shared between them. Parents express confidence in the standard of care, communication and their children's preparation for the future.

### It is not yet outstanding because:

- Children are not making as effective progress in mathematics compared with the other areas of learning.
- Staff use skilful questioning techniques but sometimes do not give children plenty of time to think and respond, to maximise and extend their learning.

## What the setting needs to do to improve further

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

- provide further opportunities for children to develop their number recognition and counting skills, as part of their mathematical development
- support and extend children's learning further by giving them more time to respond to questions to encourage them to think more.

### Inspection activities

- The inspector held a meeting with the owner and the manager and spoke to children and staff at appropriate times during the inspection.
- The inspector observed activities and the quality of teaching in the indoor and the outdoor learning environments.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents spoken to during the inspection.

### Inspector

Alison Large

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff create a stimulating environment where the atmosphere is positive and encouraging. The staff use an effective online system for assessment and planning. This ensures activities and learning experiences fully support children's interests and the next steps in their learning. Children are becoming confident in naming colours and shapes, and understand simple mathematical concepts. However, children are not progressing as well in mathematics for recognising numbers and counting. Staff demonstrate good teaching methods as they interact and sit at the children's level, maintaining eye contact. Children are mostly being challenged and have their learning extended through effective questioning. However, although staff use good questioning skills, some staff do not give children plenty of time to think and respond, to extend children's learning further. The environment provides children with good opportunities to choose their play materials and follow their individual learning styles.

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

Children are welcomed into a warm and friendly setting by staff who meet the children's welfare and learning needs with great success. Children develop strong emotional bonds and trusting relationships with the staff. Children are extremely secure and safe in the pre-school and feel a sense of belonging, fostered by excellent care from staff and a superb range of resources. All children are provided with lots of opportunities to learn and explore in the outside environment. Children are able to access the garden throughout the day. One of the pre-school's strengths is how the staff coordinate the children's preparation for starting school. Excellent procedures are in place for a smooth move to school. This high-quality organisation ensures children are extremely well prepared for school.

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

Children are secure and happy in the pre-school. The management and staff demonstrate a good knowledge and understanding of the requirements of the Early Years Foundation Stage and implement them well. Systems for self-evaluation, monitoring and evaluating practice are in place. Children benefit from staff that work very well together as a team and share a commitment to improvement. The very good partnerships between the pre-school and parents ensure relevant information is shared between them. Very good strategies are in place to involve parents in their children's learning. Through the effective online assessment and recording of children's progress, parents receive a clear picture of where their children are in their learning. Staff liaise well with the other providers of the Early Years Foundation Stage children attend. This results in a fully shared approach to children's care and learning.

## Setting details

<b>Unique reference number</b>	EY428337
<b>Local authority</b>	Southampton
<b>Inspection number</b>	823402
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	44
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Paint Pots Pre-School & Nursery Limited
<b>Date of previous inspection</b>	17 January 2012
<b>Telephone number</b>	023 8047 6942

Paint Pots Preschool @ Woodlands registered in 2011 and is one of nine settings privately owned and managed by Paint Pots Pre-School and Nursery Ltd. It operates from rooms within the community building on the site of Woodlands Community College, Southampton. It provides funded early education for children aged two, three and four years old. The preschool opens on weekdays during school terms. Sessions run from 8.30am to 11.30am and 12.15pm to 3.15pm. Children may also attend a lunch club. There are five members of staff who work with the children and all but one have suitable early years qualifications. One member of staff is working towards a Level 3 qualification.

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