

Paint Pots Pre School

91 Crowstone Road, Westcliff-on-Sea, Essex, SS0 8LH



Inspection date	20 November 2015
Previous inspection date	17 June 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff provide children with a stimulating environment and a good range of learning opportunities, based on their interests. Children of all ages and abilities are eager to explore and develop well in their learning.
- Children's personal development and well-being are effectively supported by the warm and affectionate care given to them by the staff team. As a result, positive relationships between staff and children help to promote their emotional well-being.
- Staff support children's understanding of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise which includes fun yoga sessions.
- The manager and committee work well together. They have thorough recruitment and safeguarding procedures in place. These procedures are correctly followed by staff, in order to protect children and keep them safe.
- The manager demonstrates clear motivation to continually develop the pre-school. She invites staff, the committee and parents to contribute to assessing the standards of practice. These views are then used to improve the quality of the service provided.

It is not yet outstanding because:

- Occasionally, staff do not actively engage children in their learning, as some adult-led activities are over directed.
- Staff obtain information about children from their parents when they first attend. However, this focuses more on children's care and not on their learning to date. This reduces the opportunity for planning to take account of each child's starting points and capabilities from the start of their placement.

What the setting needs to do to improve further

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

- focus continuous professional development opportunities on enhancing the already good teaching even further
- strengthen the arrangements for obtaining information from parents about children's learning to date.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and chair of the committee.
- She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector and took account of the views of the parents in writing.

Inspector

Tina Mason

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a very good understanding of how to manage any concerns they might have about a child or member of staff. The manager and committee keep up to date with new legislation and implement any changes with regard to keeping children safe. The manager monitors the learning of all children at the setting. They determine whether there are any gaps in children's learning and identify if additional support or resources are needed. Staff have regular meetings with the manager and are encouraged to attend further training to enhance their practice. This has a positive impact on the quality of teaching overall. Staff work hard to establish and maintain successful partnerships with parents. The key persons obtain general information about children's care from their parents when they first start, to establish an understanding about their individual needs.

Quality of teaching, learning and assessment is good

Children are active learners who are motivated to engage in the wide variety of interesting and challenging activities available to them. Staff regularly observe and assess children's learning and plan activities based on their individual needs. Staff promote children's communication and language well. They engage children in conversations and model the good use of language. Children have daily opportunities to learn as they play independently and during adult-led activities. Some planned activities are very good. Children have good opportunities exploring different textures, and discover hidden items under the brightly coloured shredded paper. Their early mathematical skills are promoted. Staff take opportunities to encourage children to count as they play. However, some planned activities are not as successful. This is because children are not as actively engaged and occasionally staff do not give the children time to follow their own ideas.

Personal development, behaviour and welfare are good

Staff have good relationships with children and their families. Children's confidence and emotional well-being are given high priority. Staff are deployed well and provide continuous supervision of the children. This contributes to children's safety. It also supports children's good behaviour, as staff are always aware of any disagreements. Children's physical development is well supported and children move confidently in the indoor play spaces. Staff extend this by going for walks in the local area. Children develop independence in many aspects of their personal care through daily routines. Staff have established good links with local primary schools which help promote continuity in children's learning so that they are well prepared for the next stage in their learning.

Outcomes for children are good

Children are cared for in an inclusive environment where their individual needs are well supported. Early reading, writing and mathematical skills are developing well. All children, including those who receive funded education, are making good progress because overall, the quality of teaching is good.

Setting details

Unique reference number	119506
Local authority	Southend on Sea
Inspection number	1031935
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	26
Number of children on roll	31
Name of provider	Paint Pots Pre School Committee
Date of previous inspection	17 June 2010
Telephone number	01702 341655

Paint Pots Pre School was registered in 1991. The pre-school employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm on Monday to Friday and from 12.45pm until 3.45pm on Monday, Wednesday and Friday. A lunch club operates 12.15pm until 12.45pm Monday to Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

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

© Crown copyright 2015

