

Paint Pots Preschool @ Woodlands



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

Inspection date	14 July 2017
Previous inspection date	9 June 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The excellent leadership and management are skilled in helping ensure exceptional communication between staff. This enables them to plan precisely and consider children's interests. Children are highly engaged in meaningful activities.
- The manager continually reflects on the quality of the provision and identifies areas for development. There is an excellent vision and capacity to drive improvement. The manager ensures the needs of the children are at the heart of this thriving pre-school.
- Children are extremely settled and develop trust and strong bonds with their key person. Children feel very safe and show growing confidence. They gain excellent skills, such as cutting fruit and safely use a food blender to make nutritional smoothies.
- Staff are exceptionally caring and knowledgeable of children's worlds around them. Staff recognise children's achievements and they build excellent levels of self-esteem.
- Staff are highly skilled and have excellent observation skills. They extract information to provide extremely accurate assessments and plan exciting experiences that enable rapid progress in children's development.
- The manager builds excellent partnerships with other professionals and uses highly effective communicative skills to provide consistent and expert care.

What the setting needs to do to improve further

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

- continue to develop the excellent outdoor opportunities to offer consistent learning for those who prefer to learn outdoors.

Inspection activities

- The inspector had a tour of the setting inside and outside.
- The inspector sampled relevant documents, including policies and children's development records.
- The inspector took into consideration children's and parents' views.
- The inspector observed children at snack time and lunchtime.
- The inspector observed staff interactions with children.

Inspector

Tiffany Morris

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff have an exceptional understanding and confidence of procedures to follow if they have a concern about a child. The manager continually reflects and implements changes to policy and practice to build further ways of keeping children from harm. For example, she has introduced a lockdown procedure in the event of an emergency. Staff attend innovative training and reflect and consider ways of further enhancing the wonderfully rich learning environment. For example, recent training inspired the manager to empower children to spontaneously lead their learning. This has helped rapidly increase children's thinking skills and independence. Children are engaged and immersed in their learning. However, the manager recognises how they can further improve consistency in extending learning opportunities outside.

Quality of teaching, learning and assessment is outstanding

Staff have excellent teaching skills. They interact extremely well with children during their play and offer challenges and support. For instance, they stimulate children's curiosity and they excitedly search in small containers and with great delight they discover items, such as necklaces with clasps. This encourages problem-solving skills and builds on their vocabulary even further. Staff take every opportunity to encourage children to learn to count. For example, they count the amount of peel it takes to unwrap a banana from its skin and how many strawberries they put in a jug to make a smoothie. Staff provide exciting opportunities for children to strengthen their facial muscles to support speech. For example, children blow into bottles and make bubbles with paint.

Personal development, behaviour and welfare are outstanding

Staff are extremely positive role models and lead by example. Children quickly learn boundaries and behave extremely well. Parents notice that children's confidence is significantly increased and continues to develop quickly while they are at pre-school. This helps prepare them for their next stage of life, such as school. Children have excellent transitions to school and practise dressing in their uniforms. Staff promote children's awareness of dental hygiene, for example, with daily routines to encourage tooth brushing. Children learn to value differences in one another and are extremely independent. For instance, they wash up their plates after snack time and very confidently make choices.

Outcomes for children are outstanding

Children have superb attitudes towards learning. They use an exceptional array of mathematical language in their conversations. For example, they learn that wood is heavier than leaves while using scales outside. Children are increasingly independent and enhance their listening skills. For example, they share stories and exchange ideas through their highly animated imaginative play.

Setting details

Unique reference number	EY428337
Local authority	Southampton
Inspection number	1094869
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	46
Number of children on roll	52
Name of registered person	Paint Pots Pre-School & Nursery Limited
Registered person unique reference number	RP526801
Date of previous inspection	9 June 2015
Telephone number	023 8047 3844

Paint Pots Preschool @ Woodlands, Southampton registered in 2011. It provides funded early education for children aged two, three and four years. There are seven members of staff who work with the children and all but one has a suitable early years qualification.

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