

Paint Pots Preschool & Nursery

19 Howard Road, SOUTHAMPTON, SO15 5BB



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| Inspection date | 15 August 2017 |
| Previous inspection date | 11 November 2013 |

| 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 management of the setting has a significant impact on the outstanding outcomes for children. The manager and room leaders are highly enthusiastic role models. Along with their staff team, there is an excellent shared commitment to providing the highest possible care and education for children.
- Staff plan an extremely exciting and challenging curriculum that motivates children's high levels of curiosity and thirst for learning. All children make outstanding progress in their learning and development from their starting points.
- Children's behaviour is exemplary. They understand staff's expectations and play together harmoniously. Older children consider each other's needs and gain a very strong understanding of managing risks and their own feelings.
- Staff provide outstanding support for children to be extremely independent. For instance, older children helped to set the table for meals, prepare snacks and serve the lunch. Older babies used a dustpan and brush to sweep up after an activity and later did the same in their role play, exploring their learning through their imaginative play.
- Teaching is of a consistently strong standard and constantly improving. Management provides excellent guidance, support and training for staff. For example, they use highly imaginative ways to engage boys in their writing skills, such as using wands or bones.
- The excellent partnerships with parents ensure that staff know each child. Staff meet babies' needs extremely well, ensuring they feel very safe and secure.

What the setting needs to do to improve further

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

- challenge older children even further to use mathematical language.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke with staff, children and parents and took account of the provider's self-evaluation.
- The inspector held a meeting with the manager and carried out a joint observation.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. The provider, manager and staff have an exemplary awareness of their responsibility to keep children safe. Staff are extremely vigilant in monitoring children and follow excellent procedures should a child be at risk of harm. Management use extensive ways to seek feedback from all users of the nursery, including the children, and accurately evaluate the practice. For instance, management has plans to train staff in enhancing children's mathematical development further. The manager monitors and oversees children's development extremely well to identify where they may need additional help, so they very rapidly catch up. Staff work exceptionally well with outside agencies and provide excellent support for children who have special educational needs, to help them make as much progress as they can. Staff share extensive information with parents to work together exceedingly well to support children's learning at home.

Quality of teaching, learning and assessment is outstanding

Staff make meticulous observations to plan imaginative and challenging ways to motivate children in their learning. For instance, they intentionally left crumbs on the carpet and encouraged older children to come up with their own ideas on how they got there. They set up the role play area as a police station, and children made badges, used magnifying glasses, kept records of their investigations and concluded that it was 'aliens', to whom they then wrote. Staff are very skilful at knowing when to observe and when to provide support to move on children's learning. For example, as children experiment with items that sink and float, staff encourage them extremely well to make predications and discuss how one thing can affect another. Staff provide clear instructions, extend children's vocabulary and give them the time to think and respond to questions, although very occasionally they miss opportunities to extend older children's mathematical language.

Personal development, behaviour and welfare are outstanding

Staff plan an exciting and accessible environment. They constantly evaluate its effectiveness to inspire children's learning. For example, older children build with bricks and natural resources. They draw up plans on clipboards and use measures and spirit levels to check their accuracy. Babies and toddlers have extensive sensory experiences and investigate the excellent resources. There is a very strong emphasis on supporting children's self-worth, belief in their capabilities and pride in their achievements. Children are eager to persevere and succeed with a task. Parents comment on their children's enthusiasm for nursery and their learning. For instance, children eagerly tell them they know their blood is red because their cheeks go red when exercising.

Outcomes for children are outstanding

Children develop outstanding skills and attitudes that prepare them exceptionally well for their next stage of learning and school. Children become highly independent learners. They think of solutions to problems and consider different ways of completing a task. All children are expert communicators. Older children explain in detail how the sun makes water warm. Babies indicate their needs through signs. Older toddlers develop their skills through songs, blowing bubbles, and through staff expertly engaging them in speaking.

Setting details

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| Unique reference number | EY362370 |
| Local authority | Southampton |
| Inspection number | 1062100 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 5 |
| Total number of places | 52 |
| Number of children on roll | 100 |
| Name of registered person | Paint Pots Pre-School & Nursery Limited |
| Registered person unique reference number | RP526801 |
| Date of previous inspection | 11 November 2013 |
| Telephone number | 023 8023 7175 |

Paint Pots Preschool & Nursery registered in 2007 and is one of 10 privately owned childcare provisions. It operates from Shirley, Southampton. The nursery is open for 51 weeks of the year, Monday to Friday, from 7.45am to 6pm. The nursery receives funding to provide free early education for children aged two, three and four years. There are 18 members of staff. Of these, one holds early years teacher status, nine hold an early years qualification at level 3, and three members of staff hold a qualification at level 2. Five members of staff are unqualified, with three working towards a relevant qualification at level 3. The owners oversee the curriculum and all have achieved early years professional status.

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