

# Paint Pots Preschool @ Orchard Lane

1 Orchard Lane, Southampton SO14 3BN



<b>Inspection date</b>	16 October 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	

Effectiveness of leadership and management	Good	2
Quality of teaching, learning and assessment	Good	2
Personal development, behaviour and welfare	Outstanding	1
Outcomes for children	Good	2

## Summary of key findings for parents

### The provision is good

- The provider and manager are highly motivated leaders who aspire to achieve the very best for the families who attend. Plans for improvement are sharply focused on the needs of children, so they achieve well. Staff successfully act on the views of parents, carers and children to enhance the provision further.
- Staff provide a wide range of well-planned activities that captures children's interest and ensures their good progress. They accurately identify and plan for children's next steps in learning that support their good progress overall. Children are highly motivated and show high levels of independence and engagement as they play.
- Partnerships with parents are effective. Staff very successfully engage parents to support children's learning further at home. For example, staff encourage parents to collect autumn-themed resources in the community with their children, which they later use in children's play. Parents are overwhelmingly positive about the setting.

### It is not yet outstanding because:

- The new staff team strives towards consistently high standards. However, staff interactions occasionally lack the challenge to support children to the highest level, to bring about rapid progress.

## What the setting needs to do to improve further

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

- build further on the systems for coaching new staff and apprentices to raise teaching to the highest level.

### Inspection activities

- The inspector observed children's play during indoor and outdoor activities.
- The inspector looked at a sample of documentation, including evidence of staff suitability checks and accident and incident records.
- The inspector spoke with the staff, children and parents at appropriate times during the inspection. The inspector held a meeting with the provider and manager.
- The inspector conducted a joint observation of a focus language activity.

**Inspector**  
Melissa Cox

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure understanding of the signs that may indicate a child is at risk of harm. They follow robust procedures in line with local safeguarding guidelines and swiftly share information when needed, to safeguard children. Robust recruitment and induction procedures and ongoing supervisory sessions ensure staff suitability and support them to improve their personal effectiveness. For example, regular training and the sharing of expertise between other settings ensure frequent opportunities for staff to improve further on their skills. The manager implements very effective systems to track and monitor children's progress. She quickly identifies and reacts to any differences in learning. For example, staff have improved the provision for mathematics, which has successfully supported children's progress even further in this key area of learning.

### Quality of teaching, learning and assessment is good

Well-qualified staff interact enthusiastically with children and, overall, provide good-quality support for children as they play. Staff successfully help children who are learning English as an additional language to gain confidence in communicating. For example, younger children become captivated by an engaging group activity that promotes repetition and rhyme. Staff skilfully support older children to develop their listening skills as they use simple props to help children to make links with the sounds they hear. Children learn about differences and similarities within their community, such as when making cards for their Eid celebrations.

### Personal development, behaviour and welfare are outstanding

Staff excel in supporting new children to settle quickly and provide high levels of support for their emotional well-being. They use their training on promoting children's mental health to support children to become resilient learners. Staff support children's healthy lifestyles exceptionally well. For example, children chop vegetables to make wholesome soup, which they enjoy later for their snack. Staff work diligently with health professionals to promote initiatives, such as teeth brushing, which benefit children's health further. Children benefit from predictable routines and clear boundaries. They quickly make friends, respond well to instructions and follow simple rules, such as sharing and taking turns. The outdoor area supports children's investigation and exploration skills exceptionally well. For example, older children create a series of ramps and roads for their cars, while younger children dig enthusiastically in the sand and make sandcastles. All children benefit from frequent visits within the local community, such as trips on the bus to a local farm.

### Outcomes for children are good

All children make good rates of progress from their starting points, in preparation for school. They quickly develop understanding and confidence in their speaking skills. Children are highly independent and manage their feelings well. They learn to count, problem solve and explore quantities as they play. Children eagerly engage in group activities, listen well and sustain their concentration at tasks. They sing along to number rhymes and join in confidently with familiar stories.

## Setting details

<b>Unique reference number</b>	EY536510
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10076872
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Paint Pots Pre-School & Nursery Limited
<b>Registered person unique reference number</b>	RP526801
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07949 851 074

Paint Pots Preschool @ Orchard Lane registered in 2016. It operates Monday to Friday from 8.30am until 3.30pm, term time only. The setting employs 10 members of staff. Of these, six hold appropriate early years qualifications at level 3 and above. The setting receives funding for the provision of early education for two-, three- and four-year-old children.

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