

Inspection date	21 May 2019
Previous inspection date	15 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 work well with other professionals. They establish an effective two-way flow of information that provides children with consistency in their care and learning. This contributes to the good progress children make and helps to prepare older children for the move to school.
- The manager and her staff reflect on their practice and the progress children make to help them identify areas to improve and any gaps in provision. The manager reviews the progress made by different groups of children. She uses this information to help her evaluate the pre-school and to inform planning.
- Staff value children's choices and opinions. They encourage children to raise their hands to vote for playing music or listening to a story at group time. This helps children to learn about democracy and to respect each other's opinions.
- Children are relaxed, happy and thoroughly enjoy themselves. They demonstrate that they feel safe and secure and develop good bonds with staff.
- Staff act as good role models for children. They are patient, caring and consistent in their reminders to help children behave well. Children are well mannered and learn to share and take turns.
- On a few occasions, strategies to fully involve parents in children's learning are not highly successful.
- Although staff provide a good learning environment outdoors, they do not consistently support and engage all children who prefer to play and learn outside.

What the setting needs to do to improve further

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

- extend further the good opportunities for parents to understand what children need to do next in their learning and how to support their children's learning at home
- enhance the good learning environment outdoors to consistently support and engage those children who prefer to play and learn outside.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation and evidence of the suitability of committee members and staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Gail Warnes

Inspection findings

Effectiveness of leadership and management is good

The manager and her staff team are committed to providing children with good-quality care and meaningful learning experiences. The manager values her staff and provides them with regular coaching and support. She reviews staff practice and plans training to help develop their knowledge and skills in line with their interests and to support the needs of children. Safeguarding is effective. The manager places a high priority on children's safety. She follows robust recruitment and induction procedures with the committee to help ensure that suitable adults work with children. Staff receive regular training and updates about safeguarding issues. They confidently fulfil their role to protect children from harm. Staff know what to do should they have any concerns about a child's welfare.

Quality of teaching, learning and assessment is good

Staff know the children well. They observe children as they play and plan a good range of activities to support children's next steps in learning. Children show good levels of concentration as they explore paint and make marks using dry spaghetti and pulses. They form letters in the paint and make hand prints on paper. Staff help children to make good progress in communication and language. They talk to children as they play and ask questions that encourage children to share their ideas. Children use numbers confidently as they play. They count 10 acorns and they know that squirrels like to eat them.

Personal development, behaviour and welfare are good

Parents are positive about the pre-school. They state that their children are well cared for and thoroughly enjoy themselves. Children receive lots of praise and encouragement. This helps them to develop good levels of self-esteem and 'can-do' attitudes. Children develop good physical skills, such as running, climbing and using rackets to hit balls. This helps them to develop good hand-to-eye coordination in order to support early literacy skills. Children talk about their differences as they create self-portraits. Staff help children to learn about people and communities that are different to their own. For instance, they learn about festivals, such as Diwali and Chinese New Year.

Outcomes for children are good

All children make good progress given their starting points and capabilities. They are confident explorers who are keen to try new things. Children are curious about the world. They learn how strawberries grow and when they will be ripe to harvest. They show excitement and wonder when they discover lizards outside. Children develop independence in their self-care routines. They build secure friendships, enjoying their shared experiences as they listen attentively to stories and work cooperatively pouring sand to make water wheels spin. Children gain the key skills to support the next stage in their learning and the eventual move to school.

Setting details

Unique reference number	EY386347
Local authority	Cambridgeshire
Inspection number	10069192
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 11
Total number of places	27
Number of children on roll	122
Name of registered person	Paintbox Pre-School Committee
Registered person unique reference number	RP911116
Date of previous inspection	15 December 2014
Telephone number	01353 778865

Paintbox registered in 2009 and is run by a committee. The setting employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 3.15pm Monday to Thursday and from 8.45am to 11.45am on Fridays. The setting provides before- and after-school sessions from 7.30am to 8.45am and 3.30pm to 6pm each weekday. The pre-school provides funded early education for two-, three- and four-year-old children.

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