

Inspection of Paint Pots Pre School

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

Inspection date: 27 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff provide a welcoming and supportive environment for children and their families. The manager and staff are well qualified and enthusiastic. They have children's best interests at the heart of everything they do. This helps all children to feel happy, valued and safe in the setting.

Children are well supported in managing their feelings and behaviour. They learn to share, take turns and play cooperatively with their friends. Staff have high expectations for children. They give children lots of praise for their efforts and achievements. This helps to successfully promote children's self-esteem.

The rich and well-planned curriculum builds on children's interests and what they already know and can do. Children are motivated and excited to explore the activities planned for them. For example, they delight in making their own play dough. They explore how it feels as they create objects and make patterns using a range of tools.

Children visit places of interest and learn from real-life experiences. For example, they go on trips to the beach, woods, farm and shops. Children thoroughly enjoy the visits from police and fire officers. These experiences help children to develop a sense of their local community and people who help them.

What does the early years setting do well and what does it need to do better?

- Staff get to know the children and their families extremely well. Parents comment on how welcome and supported they feel and say that their children love attending. Staff regularly share information with parents and keep them fully informed about their children's care and progress. They give parents helpful suggestions about how they can extend their children's learning at home.
- Staff place a high priority on developing children's speech and language skills. For example, children learn to listen carefully to stories and join in with songs and rhymes. Staff introduce new words in children's play, which helps to extend their vocabulary. Children develop good social skills as they play and interact with their peers.
- Children with special educational needs and/or disabilities benefit from close, targeted support. Staff attend specific training to ensure that they can meet their individual needs. The manager goes above and beyond to assist families to access any additional help they need.
- Children are keen to manage their self-care skills independently. For example, they wash their hands before they sit to eat. They serve their food and drink at snack time and wash their cups and plates when they have finished.
- Children enjoy physical activities every day. They practise their balancing and

coordination skills as they explore the equipment in the large hall. Staff allow children to take supervised risks in their play, which gives them confidence to try new things.

- Staff give a high priority to children's health and well-being. They attend training to help them support children in understanding their feelings and emotions. Staff and children have fun using simple yoga poses, which helps to encourage a calm, nurturing environment.
- Children are encouraged to care for their environment. For example, they learn about the importance of recycling. They create a large sculpture using plastic items as part of their 'plastic protest'.
- The committee, manager and staff demonstrate a strong commitment to developing the pre-school. They have targeted plans to continually improve the quality of the provision. For example, they are planning to introduce home visits and information evenings for parents.
- Children are eager to join in activities and learn new skills. Staff plan activities based on children's interests and stage of development. They talk to the children during their play. Occasionally, some staff miss opportunities to adapt their teaching to further extend and challenge the learning of most-able children to help them make the best possible progress.
- The manager considers the workload and well-being of her staff and provides appropriate support when required. However, she does not yet rigorously monitor the effectiveness of staff's teaching skills in order to identify ways to build on the already good practice.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are aware of their roles and responsibilities to safeguard children. They have completed relevant training and know what action to take if they have concerns about a child's welfare. Staff have a good understanding of wider safeguarding issues, such as radicalisation. The manager regularly tests their knowledge and understanding through quizzes and staff meetings. Robust recruitment procedures help to ensure the suitability of staff working with the children. Staff carry out daily risk assessments to help minimise any hazards. There are very good staffing ratios, which enables staff to supervise children well.

What does the setting need to do to improve?

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

- strengthen staff's teaching to help identify when to extend and challenge children's learning
- enhance the existing procedures in place for evaluating and monitoring staff performance to continue to build on the good practice and raise the quality of

teaching to the highest level.

Setting details

Unique reference number	119506
Local authority	Southend-on-Sea
Inspection number	10071981
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 to 4
Total number of places	26
Number of children on roll	31
Name of registered person	Paint Pots PreSchool Committee
Registered person unique reference number	RP519094
Telephone number	07914074832
Date of previous inspection	20 November 2015

Information about this early years setting

Paint Pots Pre School registered in 1991. The pre-school employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am to 12.15pm on Monday to Friday and from 12.45pm to 3.45pm on Monday, Wednesday, Thursday and Friday, and from 12.45pm to 2.45pm on Tuesday. A lunch club operates from 12.15pm to 12.45pm Monday to Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqui Oliver

Inspection activities

- The inspector and the manager completed a learning walk in all areas of the pre-school to gain an understanding of how the provision and the curriculum are organised.
- The inspector and the pre-school manager carried out a joint observation.
- The inspector spoke to staff, parents and children at appropriate times during the inspection, and took account of their views.
- The inspector held a meeting with the pre-school manager. She looked at a sample of the pre-school's documentation, including staff qualifications, safeguarding policies and procedures and suitability checks of staff working in the pre-school.

We carried out this inspection 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.

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