

Inspection of Paint Pots Preschool & Nursery

19 Howard Road, SOUTHAMPTON SO15 5BB

Inspection date: 15 May 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed into a friendly and happy environment. The youngest children receive sensitive interactions from staff. Staff are gentle in their approach and make themselves emotionally available to support their needs. The staff respect and value the children's thoughts and opinions and engage in meaningful play. Children are kind, caring and link up together to help each other and share experiences. They have positive relationships and are content in their environment.

Children enjoy the freedom of playing and investigating while being outdoors. They have opportunities to go outside in all weathers. Children move around with pleasure and have become confident climbers. Children actively seek challenges, and staff give them time and space to learn new skills. For instance, children skilfully walk around on small bucket stilts. They show pride in their achievements, and staff encouragingly praise them. Children develop a positive sense of self.

Staff organise activities that are purposeful with focused learning intentions. For example, children enjoy playing in a tray filled with water, jugs, pots and cups. While playing, staff encourage children to carefully pour water into open cups, which consolidates their physical development and independence skills. With opportunities to pour their own drinks at mealtimes, they quickly master this skill.

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

- There is an ambitious and clear intention for children's learning across all rooms. Staff are consistent in their approach to supporting and enhancing the children's development. The curriculum is well structured, with a strong emphasis on supporting the children to develop their communication and language skills over time. Staff have effective systems in place to promote speech and increase confidence. They give children sufficient opportunities to improve their abilities in all areas of learning and development.
- Staff carry out daily risk assessments to ensure the environment is safe for children to play and explore. They involve the children in helping them locate and minimise potential hazards. Children develop awareness of how to keep themselves safe. For example, children explain that the wet floor sign is there so that people do not slip over. Staff have helped them embed strong foundations to problem-solve, identify and manage risk.
- Staff have a positive approach to supporting and managing the children's behaviour. They teach children to understand each other's feelings and be kind. Staff help the children to negotiate, problem-solve and recognise their own and other's emotions. They encourage teamwork when supporting each other with tasks. For example, children work together to move benches in preparation for

an activity. They help each other to unpack the shopping and carry heavy items together to the kitchen. With positive role modelling, children learn how to share, respect each other and follow simple rules and boundaries.

- Children learn about the importance of oral health and how to keep their teeth clean. Some children use tissues to wipe their noses and independently wash their hands before meals. However, some staff are not consistent when reinforcing self-care skills and hygiene routines. Therefore, children do not always learn about the importance of simple good hygiene practices so that they understand what keeps them healthy and well.
- Parents are complimentary about the support they receive. They speak highly of managers and staff and express their gratitude for the tailored care they have for their children. Parents feel their concerns will be listened to and handled appropriately. With effective communication, they feel they are kept updated with what their children are learning and the progress that they make. This helps parents to support their children's learning at home.
- Managers have a clear vision for the setting and have developed a culture of teamwork and respect. The enthusiastic and committed staff report that managers support their well-being. They feel valued, appreciated and part of a well-established team. Staff are given regular opportunities to discuss their performance and their key children's development. They discuss training needs to further enhance their knowledge and professional development. Managers are devoted to continual improvements to deliver the best outcomes for children and their families.

Safeguarding

The arrangements for safeguarding are effective.

Managers have effective strategies in place to regularly review and monitor the staff's safeguarding knowledge. This is to ensure that staff understand the safeguarding policy and follow the correct processes. Staff recognise their duty to keep children safe and protect their welfare. They are watchful for signs and indicators that could suggest that a child is suffering from harm and will act swiftly to any concerns. Staff demonstrate their awareness of the referral process if an allegation is made against a member of staff. Managers ensure that all staff have relevant paediatric first-aid training to ensure they act accordingly in the event of an accident or emergency.

What does the setting need to do to improve?

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

- strengthen opportunities for children to learn about good hygiene practice to further improve their self-care and independence skills.

Setting details

Unique reference number	EY362370
Local authority	Southampton
Inspection number	10280775
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 8
Total number of places	51
Number of children on roll	84
Name of registered person	Paint Pots Pre-School & Nursery Limited
Registered person unique reference number	RP526801
Telephone number	023 8023 7175
Date of previous inspection	15 August 2017

Information about this early years setting

Paint Pots Preschool & Nursery registered in 2007 and is one of 12 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 14 members of staff. Of these, seven hold an early years qualification at level 3, and one member of staff holds a qualification at level 2. Four members of staff are unqualified, with two working towards a relevant qualification at level 3. The owners oversee the curriculum, and all have achieved early years professional status.

Information about this inspection

Inspector
Kelley Ellis

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke with the inspector during the inspection.

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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