

# Paint Pots Pre School and Nursery

Kings Centre, 26 Quob Lane, West End, SOUTHAMPTON, SO30 3HN



## Inspection date

14 June 2018

Previous inspection date

27 November 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	<b>Outstanding</b>	<b>1</b>
Effectiveness of the 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

- All children are happy and at ease in the care of staff. Even those new to the nursery settle swiftly on arrival. Staff are deployed effectively and provide good support to children.
- Staff observe and assess children's development and track their progress effectively, including identifying their next steps in learning. Outcomes for children, including those who have special educational needs (SEN) and/or disabilities are good.
- The management team implements effective policies and procedures to protect children from harm. They ensure staff are fully aware of their safeguarding responsibilities.
- Partnerships with parents are good. Staff keep parents well informed about their child's day through daily chats. Parents comment positively about the staff and nursery.

### It is not yet outstanding because:

- At times, staff miss opportunities to support children's understanding of rules during daily tasks and routines.
- Occasionally, staff in the pre-school room do not fully encourage less-confident children to join in during group activities to help them take a more active role.
- Staff do not focus sharply enough on following children's ongoing next steps as they move to a new room in the nursery to promote the best possible outcomes.

## What the setting needs to do to improve further

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

- support children to understand more about why rules are in place to help them develop more knowledge about the expectations of behaviour
- increase staff's awareness of how to include all children, in particular those that are less confident, to fully take part in group activities
- improve the arrangements for sharing information as children move through the nursery to support continuity in their learning more effectively.

### Inspection activities

- The inspector spoke to the children and observed their involvement in activities within the nursery and outside in the garden.
- The inspector looked at a sample of children's records and discussed these with staff, as well as their daily practice.
- The inspector undertook a joint observation with the manager.
- The inspector looked at and discussed documentation in relation to safeguarding, risk assessments and daily attendance registers.
- The inspector took account of the views of parents spoken to on the day and some written feedback.

### Inspector

Tracy Bartholomew

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The management team has robust recruitment procedures to check staff's suitability to work with children. Staff know what to do if they have any concerns about a child's welfare. The management team recognises their strengths and areas to develop. Staff are supported well by management. For example, they receive regular supervision and appraisal meetings, and benefit from time to reflect on their practice. The management team ensures staff keep their knowledge and skills updated. For example, staff review a policy each week to refresh their understanding. Staff have recently undertaken training which has enabled them to respond to children's interests more effectively and quickly during play and activities. The management team reviews children's progress regularly to quickly identify and close any gaps in their learning.

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

Staff provide a welcoming environment for the children. They plan a good range of activities that supports children's learning effectively. For example, toddlers have fun pouring and scooping water with containers. This helps them to develop their physical skills, such as coordination. Staff promote children's listening and communication skills well. For instance, staff ask older children questions and hold discussions with them. In the baby room, staff sing and read stories to help build younger children's concentration and speaking skills. Staff develop children's creative skills well. For example, younger children enjoy using pens to create pictures and older children design structures with sand. Staff form strong partnerships with other professionals, which helps support consistency in meeting the needs of children who have SEN and/or disabilities.

### Personal development, behaviour and welfare are good

Staff encourage children's use of good manners and friendships effectively. For example, children are encouraged to share and take turns. Staff encourage children to say 'please' and 'thank you'. They develop children's understanding about healthy lifestyles well. For example, children exercise daily as they spend time outdoors in the fresh air, and staff teach them the importance of handwashing.

### Outcomes for children are good

Children gain the skills they need for their next stage in learning and for moving on to school. All children show confidence when making decisions, for example, about what to play with. They make independent choices from storage units and baskets. Older children learn about sounds and letters, such as through fun games, which supports their literacy skills.

## Setting details

<b>Unique reference number</b>	EY411817
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1137760
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	54
<b>Number of children on roll</b>	75
<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>	27 November 2013
<b>Telephone number</b>	02380 476 942

Paint Pots Pre School and Nursery is one of seven settings owned and run by Paint Pots Pre-school and Nursery Ltd. This setting registered in 2010. The nursery opens each weekday from 7.45am to 6pm, for 51 weeks of the year. Pre-school sessions are from 8.30am to 11.30am and 12.30pm to 3.30pm, term time only. The setting receives funding for two-, three- and four-year-old children. There are 11 staff members working with the children, of whom 10 hold relevant early years qualifications.

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