

Paint Pots After-School Club @ Banister



Banister Primary School and Nursery, Banister Gardens, Southampton, SO15 2LX

Inspection date

23 September 2016

Previous inspection date

14 May 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is outstanding

- The management team and staff actively seek, evaluate and act on the views of children to help them make constant improvements and meet children's interests exceptionally well. This helps children to have an exceptionally strong sense of belonging and ownership of the club.
- There is excellent communication with parents and the school to ensure staff meet children's individual needs extremely well.
- Children feel extremely settled in their surroundings. For instance, they are particularly confident with staff and each other to ask thoughtful questions.
- There is an extensive range of well-planned and stimulating activities that motivate children to build on their skills and complement their school learning.
- Staff thoroughly encourage children's independence throughout the club. For example, children competently prepare their snacks and wash up their own plates and cups.
- The management team implements and uses extremely effective systems to support staff and develop their practice, leading to constant improvements to children's experiences.

What the setting needs to do to improve further

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

- continue to build on the excellent partnerships with parents to gather more of their ideas on possible improvements.

Inspection activities

- The inspector observed children at play to see how engaged they were in the activities and carried out a joint observation with the manager and deputy.
- The inspector looked at a sample of children's records, planning documentation, evidence of staff suitability checks and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector took account of the views of parents and children spoken to on the day.
- The inspector toured the premises indoors and outdoors.
- The inspector spoke to staff about their safeguarding knowledge and had discussions with the manager.

Inspector

Tiffany Morris

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager and staff have a highly effective working partnership with the school. For example, they use a communication book to share daily detailed feedback about children's individual needs. The staff and management team consistently evaluate the club and their practices, such as identifying new ideas that extend children's experiences even further. They continue to encourage all parents to be more involved in making suggestions. The management team consistently reviews and improves staff performance. For example, the team identifies focused individual training needs to enable the highly skilled staff to maintain high standards. Safeguarding is effective. Staff have an outstanding awareness of the procedures to follow if they have concerns about children's welfare. The manager ensures they keep their knowledge fresh and up to date. For example, they discuss possible safeguarding scenarios in staff meetings.

Quality of teaching, learning and assessment is outstanding

Staff use the highly interesting range of resources to plan exciting and challenging activities that always take children's individual needs into account. For instance, children concentrated intently as they created objects from the excellent construction materials and persevered to ensure they turned out as they wanted. Children show great enthusiasm and enjoyment throughout the session. For example, children became engrossed in their role play hairdressers, making extremely good use of the real resources, such as towels, mirrors and ribbons. Children have excellent relationships with staff and each other and show great confidence as they share their opinions and ideas. Staff ensure the environment is highly reflective of children's backgrounds and that they celebrate diversity. For example, a map shows where each child's family originates from and resources positively reflect other people's differences.

Personal development, behaviour and welfare are outstanding

Children are extremely happy and enjoy coming to the club. They behave exceptionally well and have an excellent understanding of how to keep themselves and others safe. For example, children take note as older children remind them not to run indoors as they may fall over. They understand the club rules and very confidently explain why they have them. Staff help children understand about the importance of healthy lifestyles. For example, they talk together about what foods are good for the body and why, as children enjoy the nutritious snacks. Children particularly enjoy being outdoors. For instance, they often devise their own energetic games, such as using tennis bats instead of their feet when playing football on gravel as they decided it was safer.

Setting details

Unique reference number	EY471718
Local authority	Southampton
Inspection number	1054484
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 7
Total number of places	45
Number of children on roll	16
Name of registered person	Paint Pots Pre-School & Nursery Limited
Registered person unique reference number	RP526801
Date of previous inspection	14 May 2014
Telephone number	07934 419954

Paint Pots After-School Club @ Banister registered in 2013. The club is open each weekday from 3.30pm to 6pm during school term times only. There are five members of staff, one of whom has early years professional status and two hold a level 3 early years qualification.

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