

Inspection of Paint Pots Preschool And Nursery

Freemantle Baptist Church, Waterhouse Lane, Southampton, Hampshire SO15 8RG

Inspection date: 28 November 2019

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Staff are warm, caring and passionate. They have very high expectations for all children. Staff provide an extremely interesting and challenging environment. Teaching is outstanding, purposeful and of a high quality. Children are incredibly engaged in their play and show high levels of concentration. This is demonstrated exceptionally well during group time when children recall the 'words of the week'. They show their awareness of early speech strategies that help them form sounds accurately by using the correct movements of their mouth.

Children have warm bonds with staff. They show the utmost respect for their friends and the environment. For instance, without being asked, children help sweep up after a sensory activity when resources have been spilled. Children behave impeccably. They know and understand the golden rules, for instance, telling their friends to 'share our toys', 'listen to everyone', 'look after each other' and most of all 'have fun'. The setting follows an ambitious curriculum with a strong emphasis on partnerships. Parents are thoroughly supported in being part of their child's learning experiences. For example, staff give them ideas to extend learning at home. These include mark-making experiences, and autumn walks to gather natural resources and learn more about the seasons. The impact has been highly successful. Staff help children and parents to extend reading at home by offering a lending library. Children benefit immensely and are encouraged to build a love of books.

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

- The manager is extremely passionate about her role. She is highly focused in how she helps to ensure staff well-being. This includes implementing staff questionnaires to find out what more can be achieved to support staff. Highly successful 'monthly catch-ups' have made a positive impact on staff morale. Staff state they they feel incredibly well supported.
- Staff act promptly to ensure that children with special educational needs and/or disabilities have full access to additional support they are entitled to. Staff plan exceptionally well for children who speak English as an additional language. This includes employing staff who also speak children's first languages. The impact of this practice has demonstrated that children make improved and consistent progress in their acquisition of English and are more confident in the setting.
- Staff implement the early years foundation stage curriculum consistently across all areas of learning. Children are highly motivated and extremely keen to learn. Staff interactions are excellent. They successfully build on what children already know and can do. At all times, staff model language, literacy and mathematics extremely effectively. This is demonstrated during a sensory play activity, as children use terms such as, 'thick', 'watery', 'sparkles' and 'scoop' in their

discussions. They choose utensils to stir and mix with and confidently invent their own game, by counting how many drips come off each spoon.

- Children's achievements and progress are securely monitored by exceptionally good systems that enable staff to act on any gaps in a child's learning. All children, including those in receipt of funding and children speaking English as an additional language, are making rapid progress in relation to their starting points.
- Children are extremely well prepared with the essential knowledge they need to help prepare them for future success. For example, staff have made highly effective links with the church and children have been invited to perform their nativity there. Partnerships within the community include visits to a local residential home. Opportunities to enhance the experiences of all children for outdoor learning are incredibly well organised. Children are regular visitors to a local park. They are very excited to have been invited to help design a renovation project there.
- Staff have established highly positive partnerships with parents to promote consistency for children's learning. This is evident in how staff have embedded the use of home learning packs. For example, they provide early phonics guidance for the most able children and ideas for learning about shapes and counting, people and community, and supporting children in managing feelings. The impact of this intervention is that parents are more confident to share with staff what and how children learn at home.
- Staff proactively encourage a physical and nutritional programme. They work collaboratively with parents to ensure that children are physically active and provided with healthy lunches. Children demonstrate an exceptional awareness of social interaction. This is identified during role play as children tend to the needs of their 'babies', feeding their dolls, dressing them and giving them a kiss as they tuck them under a sheet for a nap. Children demonstrate positive attitudes to their learning. They show resilience, for example, when learning the correct way to hold and use scissors. Children take pride as they achieve, and warmly respond to staff who praise them.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate an exceptionally good understanding of all aspects of safeguarding matters and legislation. This includes, for example, their awareness of the 'Prevent' duty. Staff demonstrate a clear knowledge of the signs and symptoms that may indicate possible abuse or neglect. They are competent in the procedures to follow should they have a concern about a child in their care. Staff know what to do if they have concerns about a colleague or senior manager and how to access external guidance and support to ensure these concerns are acted on. The provider uses robust systems for the recruitment and training of staff. This helps to ensure that staff remain suitable in their roles.

Setting details

Unique reference number	2532943
Local authority	Southampton
Inspection number	10132696
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	38
Number of children on roll	45
Name of registered person	Paint Pots Pre-School & Nursery Limited
Registered person unique reference number	RP526801
Telephone number	02380223548
Date of previous inspection	Not applicable

Information about this early years setting

Paint Pots Preschool and Nursery registered in 2019. It operates from The Freemantle Baptist Church, Shirley, Southampton. It receives funding for free early years education for children aged two, three and four years. There are eight staff employed by the nursery. The deputy manager holds a recognised qualification at level 6. The manager and two other staff are qualified to level 3 and two other staff hold a level 2 qualification.

Information about this inspection

Inspector

Aileen Finan

Inspection activities

- The inspector observed staff interacting with children indoors and outdoors.
- A joint observation was completed with the manager. The inspector discussed how staff are supported in their roles and when planning for children's learning.
- Relevant documentation was sampled during the inspection.
- The inspector met with the manager, the provider and a senior colleague. They discussed how staff update their skills and knowledge and how they evaluate the quality of the provision and children's progress.
- The inspector spoke with children, staff and parents. She read written feedback from parents.

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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