

Paint Pots Preschool & Nursery

244 Burgess Road, Southampton, SO16 3AU



Inspection date	29 May 2018
Previous inspection date	29 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Welcoming, open and effective partnerships with parents are a high priority. Staff listen carefully to any concerns or questions parents raise. They offer a broad range of services to support, sustain and share information with fathers, mothers and carers.
- Staff carefully assess where children are in their learning and create many opportunities for them to develop their knowledge and skills further. Parents commend the staff for developing their children's learning through 'love and laughter'.
- Trusting, encouraging and respectful relationships underpin every area of practice. The leadership team models its high aspirations for staff. Leaders sensitively coach, supervise and nurture staff to ensure they are and remain suitable for their roles and increasing levels of responsibility.
- Staff create a very happy and accepting atmosphere across the setting. Children have a strong sense of their value as individuals and are kind to each other.
- Children are well prepared for school. They and their parents are given a good idea of what to expect, how they can make the best of opportunities and enjoy the experience.

It is not yet outstanding because:

- Staff do not consistently recognise and use everyday opportunities to help babies and toddlers make more rapid progress in their speaking.
- Staff do not take full advantage of the opportunities in everyday situations to build on children's curiosity and help them to identify, investigate and solve problems.

What the setting needs to do to improve further

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

- strengthen staff knowledge and skills in modelling and teaching speech sounds to help babies make more rapid progress in their speaking and better support toddlers who are learning more than one language
- provide more opportunities during everyday activities to build on children's curiosity, awe and wonder and help them to investigate and solve more challenging problems.

Inspection activities

- This inspector evaluated the provision and support for children's care and learning in the day nursery and pre-school.
- The inspector observed, listened to and talked with children as they played indoors and during outdoor play.
- The inspector completed two joint observations with the managers. Together they reviewed children's records, discussed staff's planning and evaluation of activities, and how they exchange information with parents.
- The inspector sampled records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the leadership team.
- The inspector talked with parents and listened to their views about the setting and their children's progress.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of the leadership and management is good

Internal audits of practice continue to drive forward improvements across the setting at a fast pace. For example, managers monitor and evaluate children's progress very closely. They know whether any children, or groups of children, are making faster progress than others. Managers target professional development to improve weaker areas of practice and funding is used well to meet children's individual needs. A recent focus on supporting older children with delayed communication and language skills has been very successful. Safeguarding is effective. Managers ensure that staff keep up to date with recent guidance, such as data protection and online safety. Staff are alert to child protection issues and know what to do should they have any concerns.

Quality of teaching, learning and assessment is good

Highly qualified and enthusiastic staff have a thorough knowledge of each child's current achievements and the next steps in their learning. They effectively share these with parents and work with them to raise outcomes for their children. Staff plan and provide children with wonderful, rich and purposeful learning environments. They successfully spark children's interest and enthusiasm for learning. For example, toddlers share their fascination about snails with attentive and receptive staff who use a well-placed basket of sea shells to help them make comparisons. Older children have plenty of opportunities to handle small tools and gain the desire, confidence and skill to begin to 'write' for a purpose.

Personal development, behaviour and welfare are good

Babies settle in quickly and are emotionally secure in the care of staff who quickly attend to their needs. Children thoroughly enjoy exploring the outdoor play areas and learn to manage appropriate levels of risk, such as climbing, riding and balancing. Staff observe children carefully and gently model consistent expectations for positive behaviour. They help children to understand their own and others' behaviour, and its consequences. Children learn how to work and play thoughtfully and cooperatively together. For example, as they agree how to vary their mix of play dough, care for their vegetable plot and build a space station together. They take increasing levels of responsibility for their actions, their environment and their place in the group.

Outcomes for children are good

All children make good progress. Babies eagerly take their first steps to explore new and interesting toys and books that attract their attention. Toddlers take pride in themselves as they have a go at new play activities and enjoy making different friends. Pre-school children become more self-assured and able to express their ideas to other children and adults. They enjoy following their own interests and are creative in their play. Children embrace the rich diversity of their community and value their playmates for who they are.

Setting details

Unique reference number	EY348221
Local authority	Southampton
Inspection number	1068827
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 9
Total number of places	67
Number of children on roll	78
Name of registered person	Paint Pots Pre-School & Nursery Limited
Registered person unique reference number	RP526801
Date of previous inspection	29 May 2014
Telephone number	02380 582589

Paint Pots Preschool & Nursery registered in 2007. The pre-school and nursery are open each weekday from 7.30am until 6pm for 51 weeks of the year. They are in receipt of funding for the provision of free early education for children aged two, three and four years. Including the owners, there are 18 members of staff working with the children. Of these, 13 hold relevant qualifications between level 2 and level 7. Four senior staff hold early years teacher status, one of whom also holds a Master's degree in education.

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