

Inspection of Paint Pots Barton Stacey

Roberts Road, Barton Stacey, Winchester SO21 3RY

Inspection date: 27 March 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children flourish socially and emotionally in this warm and welcoming pre-school. They arrive happy, confident and eager to greet familiar adults before engaging in a broad and interesting variety of activities. Strong relationships with their key person support children's emotional well-being, helping them to feel secure as they explore and learn. The staff successfully place children's interests and needs at the heart of the provision. For example, children thoroughly enjoy the range of activities outdoors that promote physical development.

All children, including those with special educational needs and/or disabilities (SEND), feel valued and supported. Staff work closely with families to ensure a calm and seamless start to the pre-school day. They create an environment where children feel supported and ready to engage in learning opportunities. Staff organise daily routines well, and these promote children's independence and social skills, encouraging them to make choices, explore their surroundings and develop confidence. This can be seen through children's behaviour and attitudes. For example, children are encouraged to take turns, listen and help each other.

The pre-school provides healthy snacks, fostering children's independence as they prepare and serve themselves. For example, children cut their fruit while staff engage them in exploring textures and tastes to support their communication and language development. These practices are carried out in a safe and hygienic manner. Children wash their hands and encourage their peers to do the same, further promoting their personal, social and emotional development as well as enhancing their physical development skills.

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

- Leaders promote a culture of reflection and continuous professional development. This fosters an environment of high standards of care and strong support for children's personal, social and emotional growth. Staff take part in peer observations and feedback sessions to improve the quality of teaching and learning. Leaders do not consistently ensure that staff deployment is effective in supporting the youngest children to concentrate and stay engaged in group activities. As a result, some children benefit more from these experiences than others.
- Staff have created a broad and interesting curriculum that covers all areas of learning. However, they do not always precisely identify the learning intent for the activities planned within the curriculum. For example, the concentration levels of younger children are not fully considered in the organisation of large-group activities. As a result, there are times when some children do not remain engaged and do not benefit as fully as possible during activities.

- Staff provide effective support to children for communication and language skills through engaging interactions. For example, during 'bucket time' sessions, they introduce new words and ask thought-provoking questions to build vocabulary and critical thinking. Sensory activities help children express themselves with confidence. Group sessions, such as singing, support children's turn-taking and social development. Staff enthusiastically introduce children to a wide range of songs, giving them the choice of what they want to sing next.
- Outdoor free-flow play promotes physical development through climbing and running games. Staff encourage turn-taking and social interaction. While staff demonstrate a strong focus on providing care and nurture, it is important to emphasise the need for maintaining a balance by actively integrating learning opportunities to consistently support children's progress and development.
- Staff are effective in identifying gaps in children's learning and development. Children with SEND receive tailored support to help them make good progress. Strong partnerships with external agencies enable timely interventions, leading to positive outcomes. Leaders have extensive expertise in SEND and work proactively with parents and professionals to meet children's individual needs.
- Partnership with all parents is a strength of the pre-school; parents feel well supported through regular communication, such as updates via apps and emails. Strong home and pre-school partnerships provide consistency, helping children settle and progress. Staff prioritise positive relationships with families, tailoring support to individual needs and encouraging active involvement in children's learning journeys.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to more precisely identify the learning intent for planned activities, to more consistently reflect the ages and stages of development of all children taking part.

Setting details

Unique reference number	2712888
Local authority	Hampshire
Inspection number	10375946
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	36
Name of registered person	Paint Pots Pre-School & Nursery Limited
Registered person unique reference number	RP526801
Telephone number	01962 760039
Date of previous inspection	Not applicable

Information about this early years setting

Paint Pots Barton Stacey registered in 2022. It operates from the grounds of Barton Stacey Church of England Primary School. The pre-school operates from 8.30am to 3pm, term time only. The pre-school provides government-funded places for children aged two, three and four years. There are five staff, of whom one holds a qualification at level 6 and three at level 3.

Information about this inspection

Inspector

Sandy Atwal

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum and what they want the children to learn.
- Children told the inspector what they like to do when they are at pre-school.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and the manager carried out a joint observation of a communication and language activity.
- Parents and carers shared their views of the pre-school with the inspector.
- The manager provided the inspector with a sample of key documentation on request.

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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