

Inspection of Paint Pots Preschool And Nursery

Freemantle Baptist Church, Testwood Road, Freemantle, Southampton, Hampshire
SO15 8RL

Inspection date: 15 July 2025

Overall effectiveness **Good**

The quality of education **Outstanding**

Behaviour and attitudes **Outstanding**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children settle very quickly on arrival. They are warmly welcomed by staff, who gently support children to put away their belongings and complete the self-registration board. Staff and children form exceptionally caring and trusting relationships with each other. This helps children to feel safe and secure. Staff promote children's understanding about the 'golden rules' and boundaries extremely well. This helps children to develop their awareness about how their behaviour may affect themselves and others. Children demonstrate kindness and consideration to others.

Staff plan and provide an exciting and engaging learning environment, indoors and outdoors. They have an excellent understanding of their key children's learning needs, including those who need extra support. Staff develop an in-depth knowledge of children's interests and the learning intentions of the activities they plan. As a result, all children's learning is supported exceptionally well to prepare them for the next stage of their learning.

Children become absorbed in their learning. They develop their concentration skills incredibly well as they investigate activities. Staff provide high levels of interactions to children to support their learning and development. For instance, they skilfully encourage children to recall information and to share and explain their ideas. This helps children to become highly confident communicators. Overall, staff know and implement their roles and responsibilities to a high standard.

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

- Staff and leaders form superb partnerships with parents. This helps staff to understand and support children's needs and backgrounds highly successfully from the start. Parents are extremely complimentary about the support they and their children receive. Staff use additional funding with the utmost care and consideration to enhance children's experiences. For example, they have further improved the role-play area to support children's play and interactions. As a result, children build friendships extremely well and widen their vocabulary.
- Staff support children with special educational needs and/or disabilities (SEND) exceptionally well. They implement professional guidance, individual education plans and strategies to meet children's individual needs, including visual communication cards, one-to-one support and activities. These contribute to children's swift progress. Staff precisely monitor all children's development and progress. This helps them to act quickly to close any gaps in children's learning.
- Staff and leaders implement a curriculum that is focused extremely well on what children need to learn. They plan very successful activities, which provide children with new experiences, knowledge and skills. For example, staff buy

books specifically aimed at increasing children's interest in exploring these. They ensure books are easily accessible to children throughout the environment.

- Leaders are dedicated and inspiring to the staff team. They have excellent practice which they model to other staff. Leaders provide well-thought-out support, training and professional development to staff. They consider staff's well-being with care and consideration. Leaders plan for improvement, including implementing action plans to raise the quality of the provision further. At times, staff do not consistently provide the highest levels of practice, such as when organising lunchtime routines.
- Staff skilfully incorporate learning during play and interactions with children. They increase children's mathematical awareness and understanding during planned and spontaneous activities. For example, staff consistently encourage children to explore and compare different sizes and to recall and match numbers. Children are highly motivated learners, who gain a wide range of skills and knowledge over time to help them become ready for school.
- Staff create effective opportunities for children to develop their independence and gain a sense of responsibility. Children are keen to help, such as sweeping up sand and cleaning tables. They are highly confident to ask for help when needed. Children help to prepare healthy snacks. They gain concentration skills, such as when safely using knives to cut up fruit.
- Staff positively promote inclusion and respect for others. For example, they explain to children about why they use and teach Makaton to support communication with others. Staff encourage parents to bring in cultural food from home for children to eat. Staff skilfully teach children how to recognise their feelings and emotions. They model positive behaviours, such as politeness to children. Staff organise additional activities that help children learn to manage their feelings and behaviours, including yoga sessions.

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:

- enhance staff's practice further to help them to consistently implement their roles and responsibilities at the highest level.

Setting details

Unique reference number	2532943
Local authority	Southampton
Inspection number	10399366
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	38
Number of children on roll	34
Name of registered person	Paint Pots Pre-School & Nursery Limited
Registered person unique reference number	RP526801
Telephone number	02380223548
Date of previous inspection	28 November 2019

Information about this early years setting

Paint Pots Preschool And Nursery registered in 2019. It operates from The Freemantle Baptist Church, Shirley, Southampton. The setting is open term time only, Monday to Friday from 8am to 3.30pm. A staff team of seven work with the children. Of these, five hold relevant qualifications at level 3. The provider accepts government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Sheena Bankier

Inspection activities

- The manager talked to the inspector about their curriculum and what they want the children to learn.
- Staff spoke to the inspector about how they support children with SEND.
- 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 manager and inspector observed an activity together and evaluated the quality of teaching afterwards.
- Children chatted to the inspector and interacted with her during the inspection.
- The inspector spoke to staff about their work at appropriate times during the inspection and held meetings with the manager and senior leadership team.
- Parents shared their views of the setting with the inspector.
- A sample of documentation was reviewed as part of the inspection process, including evidence of staff's suitability to work with children.

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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