

Paint Pots Bitterne

Unique reference number (URN): 2788603

Address: Bitterne C E Primary School, Brownlow Avenue, Southampton, SO19 7BX

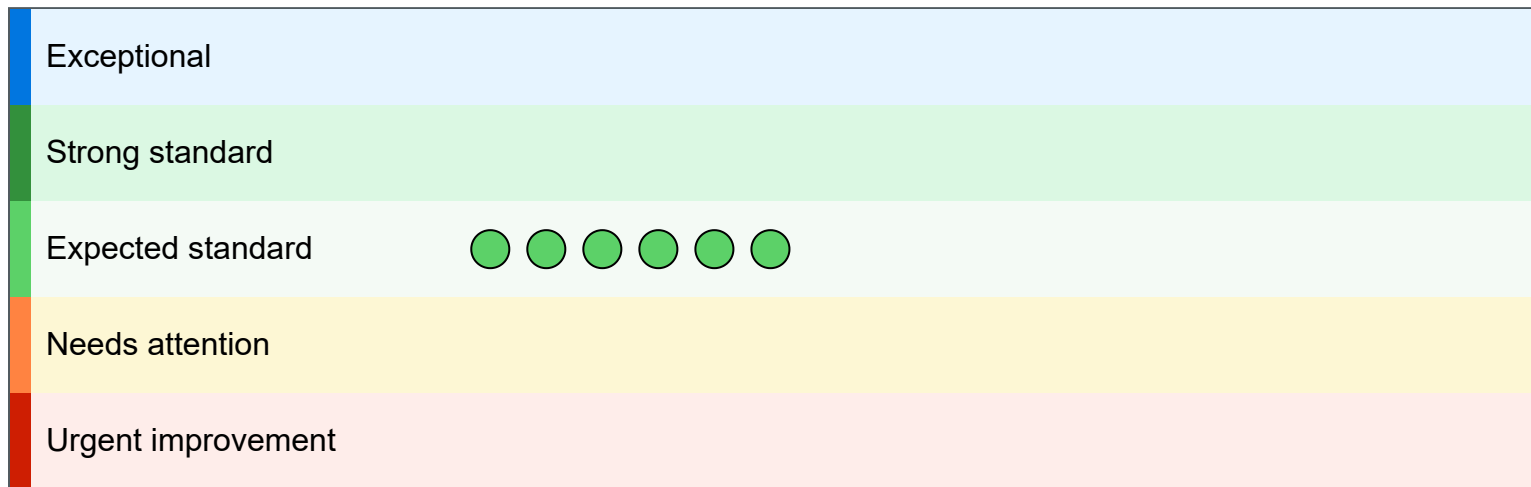
Type: Childcare on non-domestic premises

Registered with Ofsted: 14/04/2024

Registers: EYR

Registered person: Paint Pots Pre-School & Nursery Limited

Inspection report: 30 April 2026



✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Children make steady progress from their starting points, particularly in their physical development. They demonstrate close friendships and enjoy their time exploring all areas of the setting. Children develop early listening skills, such as following routines and moving around safely. They listen well to friends and work well as a team. For example, children work together to 'build a big house' using wheelbarrows and shovels.

Children develop independence and confidence skills that prepare them well for the next stage of learning. They explore the world around them with curiosity, asking questions and solving simple problems. For instance, children pick up pine cones and place them in size order. Creative activities, such as role play, help children to express their thoughts and imagination.

Children generally develop well across all areas of learning. On occasion, however staff do not always give thorough explanations to questions posed. This does not always fully extend children's learning. Inclusive practice allows children with special educational needs and/or disabilities and those who face barriers to learning to access the same opportunities and experiences. As a result, all children are well prepared for their next stage of education, including the transition to school.

Behaviour, attitudes and establishing routines

Expected standard 

Leaders and staff are kind and chatty, and act as positive role models for children. They are polite to each other and work well as a team. Children play cooperatively and older children involve younger children in their play. They follow routines well, such as washing their hands before eating their lunch. Children mostly display positive behaviours. However, on occasion, staff do not organise transition periods effectively to ensure that children remain calm and settled. This leads to children becoming unsettled and displaying incidents of unwanted behaviours.

Staff build caring relationships with children. They listen carefully and show kindness. Staff help children to learn how to share, take turns and solve problems. Children show positive attitudes to learning. They are curious, ask questions and take part in activities with enthusiasm. Children are resilient and keep on trying to achieve their goals, even when things feel difficult for them. For example, when children trip over they bounce back up, and carry on with their day.

Staff value children attending the setting regularly. Parents and carers understand the importance of their children attending the setting, and staff support those who may need extra help. For example, they extend sessions if necessary. The setting is fully inclusive. Staff support all children, including those with special educational needs and/or disabilities and those who face barriers to learning. They adapt routines and expectations so every child can succeed, feel valued and be part of the group.

Children's welfare and wellbeing

Expected standard 

The setting provides a warm, safe and welcoming environment where children feel happy and cared for. Leaders and staff work closely together to make sure children's welfare and wellbeing are always a top priority. They carefully check that all children are safe, healthy and supported in their daily routines. Staff respond quickly to children's needs and listen carefully to what they say. Staff are kind and attentive. This helps children to build confidence and feel secure.

Leaders and staff provide high-quality care that helps children to be happy and ready to learn. They know each child individually and their likes and dislikes. Staff support children to lead healthy lifestyles, such as talking about healthy food and exercise and how it benefits their bodies. Children who face barriers to learning and children with special educational needs and/or disabilities receive extra support. Staff work closely with parents and carers and other professionals so these children are fully involved. Children known, or previously known, to children's social care benefit from consistent care that supports their wellbeing.

Leaders ensure that children's welfare and wellbeing are at the heart of everything they do. They regularly review their practice and listen to feedback from parents and staff to make improvements. This helps to create a positive and nurturing setting for all children.

Curriculum and teaching

Expected standard 

Leaders have designed an interesting curriculum that nurtures and supports children from their starting points. They plan purposeful activities to support children to close gaps in their learning, with a focus on building their independence. Children enjoy playing with water, tipping and pouring it through different-sized containers and making gloop. Older children help younger children by passing them resources out of reach, showing respectful relationships. Staff support children's mathematical knowledge by asking purposeful questions, such as how much cornflour they need. However, some inconsistencies in staff practice mean that, on occasion, children do not always receive adequate explanations to questions they pose. This does not fully extend children's learning.

Leaders provide a well-resourced setting where children feel confident and can explore independently. They are curious to investigate the outdoor environment, and develop their physical skills. Staff encourage children to explore the environment around them and ask purposeful questions, such as what tree do pine cones come from. Children enjoy looking for bugs and show fascination as a ladybird lands on their hands, before crawling up their arms. Children shout out to staff to come and see the ladybird, and comment that it feels 'tickly' on them. Children are respectful to nature and the environment around them.

Staff give high priority to children's physical development and their personal, social and emotional development. They support children to learn to manage their own feelings and build social skills. Staff know all children and their likes well, including those who face barriers to their learning and with special educational needs and/or disabilities.

Inclusion

Expected standard 

Leaders and staff provide a supportive environment where all children, including those with special educational needs and/or disabilities and who face other barriers to their learning, thrive and make progress. Staff know children well and typically recognise quickly when children may benefit from additional support, such as small language groups. Staff work closely with parents and carers to provide consistency in children's care.

Staff remove any barriers to children's learning. They generally adapt the routine and resources carefully so all children can take part. For example, children can go and sit in the 'nook' should they wish to access a dark and quiet environment. Staff typically use simple sign language to help children to understand and communicate more effectively. This inclusive approach helps children to feel valued and welcomed at the setting.

Staff value the advice given by other professionals and develop individual plans to provide children with the necessary support to help close gaps in their development. Leaders review children's individual needs when considering how to make the best use of additional funding.

Staff value keeping their skills and knowledge up to date, and enjoy learning new subjects. For example, recent training on autism awareness helps staff to support children effectively in a way that supports their safety, learning and wellbeing.

Leadership and governance

Expected standard 

Leaders know the setting well. They regularly check staff practice and listen to feedback from parents and carers. They have not, however fully identified some inconsistencies in staff practice. Leaders involve staff in ideas for development, and take action to improve any identified areas. For example, they have recently adapted the outside area to make it even more inviting and accessible for all children in all weathers. This helps children to receive better care and learning experiences.

Staff make decisions that put children first. They give extra support to children who need it most, including those with special educational needs and/or disabilities and those who face barriers to their learning. For example, they provide one-to-one support to those who need it. Staff work closely with external professionals to support children known, or previously known to social care. This helps children to feel welcome and supported.

Staff say that they love working at the setting and they show genuine affection for the children. Leaders place a high regard on promoting staff wellbeing, and staff say they feel valued. They report that regular individual meetings between staff and leaders help to identify any training needs and balance staff workload carefully. This has a positive impact on outcomes for all children.

Leaders carefully consider how to spend any additional funding, ensuring that it meets the needs of the children, and gives them additional support. For instance, leaders used funding to buy dual language books to help support all children with their language and communication. This has helped to support children's developing vocabulary even further.

What it's like to be a child at this setting

Children enjoy their time at this warm and welcoming setting. They arrive happily and run over to friends and staff, with a big smile on their faces. Children settle into the routine quickly, showing they feel welcomed and safe and secure at the setting. For example, they excitedly tell staff their ideas for play, and invite them over to look at what they are doing. Leaders offer settling-in sessions tailored to children's individual needs. The friendly staff build secure attachments with children. They offer them a safe environment where children receive love, laughter and learning. All children are happy, settled and keen to learn.

Children take part in a range of activities that support their learning and development. Staff use children's emerging interests to help them build on what they already know and can do. Children develop an interest in being outside in the forest. They listen carefully for nesting birds and show curiosity as they leave the nest to gather food. Children show an awareness of the need to be careful around the birds, and remind staff not to 'get too close'.

Staff hold 'sunshine circle' sessions to promote children's language and communication skills. Children show they are fond of staff and look into their eyes as staff sing, 'You are my Sunshine' to them. Staff encourage children to talk about how they are feeling today and the reasons they feel that way. This helps children to recognise their own emotions. Children respond positively and benefit from warm and trusting relationships.

Leaders engage external professionals to ensure that children access any additional support they need, reducing any barriers to their learning. For instance, staff use picture cards to support communication with children. Children with special educational needs and/or disabilities receive the support they need to make steady progress in their learning. This helps them to thrive and succeed, with the skills for the next stage in their learning.

Next steps

- Leaders should strengthen staff skills to continually adapt teaching in response to children's thinking, to further enhance opportunities for children to extend on what they already know.
 - Leaders should develop further how staff adapt routine transitions so children behave positively at these times.
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About this inspection

The inspector spoke with leaders, staff, parents and carers and children during the inspection.

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.

Inspector:

Clare Leake

About this setting

Unique reference number (URN): 2788603

Address:

Bitterne C E Primary School
Brownlow Avenue
Southampton
SO19 7BX

Type: Childcare on non-domestic premises

Registration date: 14/04/2024

Registered person: Paint Pots Pre-School & Nursery Limited

Register(s): EYR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 08:00 - 15:30

Local authority: Southampton

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 30 April 2026

Children numbers

Age range of children at the time of inspection

2 to 4

Total number of places

50

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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