

Paint Pots Pre-School + Nursery (Shirley)

Inspection report for early years provision

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| Unique reference number | EY362370 |
| Inspection date | 01/12/2010 |
| Inspector | Amanda Sheddon |
| Setting address | 19 Howard Road, SOUTHAMPTON, SO15 5BB |
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| Type of setting | Childcare on non-domestic premises |

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Paint Pots Pre-School and Nursery opened in 2007 and is one of a small group of nurseries privately owned. The nursery provides after school and holiday care for five children under eight years. It operates from a large converted house in a residential area of Shirley, Southampton. The children use play rooms on the ground floor and first floor. There is a fully enclosed garden at the rear of the premises for outdoor play. A maximum of 38 children may attend and there are currently 101 children on roll, 18 of whom are in receipt of nursery funding. They are on the Early Years Register and the compulsory part of the Childcare Register. The nursery and pre-school operates Monday to Friday, sessions are from 7.45am to 6pm, and is open 51 weeks of the year. Children may attend for a variety of sessions including pre-school sessions in the morning or afternoon. A team of ten staff will work directly with the children. The setting receives support from the local authority

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are receiving excellent care and education. All of the staff are fully aware of the Early Years Foundation Stage and their knowledge of the individual children enables them to plan interesting and worthwhile activities that support the children's learning through play. This is a fully inclusive setting where all children are acknowledged and supported to enable them to achieve to the best of their abilities. Excellent involvement with staff, parents and children ensures that the provider has an accurate understanding of the nursery's strengths and weaknesses. This enables the nursery to respond to the needs of all of its users.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- provide children with increased access to the full range of resources for play when outdoors.

The effectiveness of leadership and management of the early years provision

Very effective management structures are in place. Communication between all staff members combined with their understanding of safeguarding ensures that the children are offered a high quality environment where they feel safe and secure. Robust recruitment procedures are in place ensuring that all adults working in the nursery are suitable to do so. Effective induction procedures are in place to ensure

that all new staff promote children's safety and welfare.

The majority of staff have a relevant first aid certificate ensuring that if a child were to have an accident they would be treated immediately and correctly. All documentation is maintained to an extremely high standard and regularly reviewed with all the staff. Staff and senior management continually monitor the provision, create action plans and make changes that benefit the children. Children and parents are asked to contribute to the evaluations and recently the nursery has responded to the children's requests to increase the digging area in the garden.

The nursery is extremely inviting, all the rooms have been thought out carefully, offering the children stimulating and child friendly environments to play and learn in. Throughout the nursery there are displays that interest the children, including displays of their work and photographs of themselves undertaking a range of activities giving them a sense of belonging. The nursery has a comprehensive range of good quality resources that support all the age groups being cared for, the majority of which are displayed to encourage children to become independent in their choices. Resources are rotated regularly; children are offered a wide variety and the toddlers often use the pre-school room extending their choices further. The attractive garden has many resources outside that promote children's learning; however, this is an area that requires further development to enable children to access all areas of the curriculum whilst accessing the outside area more frequently.

Equality is promoted well within the setting; staff have a clear understanding of each child's individual needs and they strive to meet those needs. Children for whom English is a second language are very well supported; where possible communication is in their home language. The children learn about the wider world through planned and incidental opportunities. Families are invited to take Tiny Ted on holiday with them and the children come back and tell the other children all about their experiences.

The partnership with parents is excellent. Staff have worked hard to improve communications with the parents. They take time each day to discuss the children, and parents of younger children are given written information which includes all aspects of the care their child has received each day. The notices in the hallway and outside the play rooms ensure that parents are fully aware of the topics and range of activities their children are enjoying. They join together for certain activities for instance, fund raising for children in a nursery they are twinned with in Africa. Fathers are invited in to the breakfast club which takes place on Saturdays so they can see the experiences their children are having and talk to the staff. Parents are fully aware of the progress their children are making and staff keep them fully informed so they can extend their children's learning at home if they wish

The quality and standards of the early years provision and outcomes for children

Children thrive in the stimulating and vibrant environment that is created for them by the committed and motivated staff team. Staff are enthusiastic and confident; their positive attitude and interaction with the children helps children to feel confident which builds on their self-esteem. Each age range have their own dedicated staff team, although the size of the nursery allows the team of staff to know all the children enabling them to cover for each other if needed. Staff have effective systems in place to record, evaluate and plan further activities which interest the children and are linked to the six areas of learning. They are flexible in their approach promoting a balance between adult-led and child-initiated activities. Staff are skilled and use every opportunity to encourage the children to think for themselves and contribute their own knowledge.

Staff are knowledgeable and experienced in caring for children; they understand how children learn and their enthusiasm inspires children to join in and participate. For instance, a few children had decided not to go outside and were playing with the musical instruments instead. The staff member who remained inside with them developed the activity by sitting with them and singing songs; her positive interaction inspired all the children in that age range to come and join in, they had great fun singing, dancing and playing the instruments.

Children enjoy themselves at the nursery. Older children self-register; all children are greeted warmly by the staff making them feel welcomed. Children become engaged in their desired activity, staff ensure that they contribute to the activity whether it is making boot prints with paint or making boats from the range of collage materials. They talk about number, shape and colour as they play. Whilst constructing the puzzles staff engage in conversations helping children to build on their vocabulary and supporting them in identifying the shapes or colours they need to complete the puzzle.

Young children learn about the different names of parts of their bodies and how to move them, for instance, backwards or forwards through fun songs and the positive interaction of the staff. They have good quality conversations with the staff; whilst they build train tracks and stack bricks, they talk about size, they count and are asked open-ended questions allowing them to contribute themselves. All the children are curious and eager to participate in the range of activities; they become engaged, concentrate and persevere supported by the staff.

Children feel extremely safe and relaxed in the nursery; they are confident and competent and are able to communicate their thoughts and feelings through words or gestures knowing that the staff will respond positively to them. They know the routine of day responding well, for instance, when it is time for snack, washing their hands beforehand understanding that this is necessary to remove germs. Younger children are helped and older children undertake the self-care skills for themselves. They are aware of healthy lifestyles as they access outdoors each day, and enjoy a range of healthy foods that are cooked on the premises. They brush

their teeth after meals and become independent as they learn how to blow their noses themselves, dispose of the tissue and then wash their hands. They access drinks throughout the day; younger children have their cups named and older children take their cup to be washed up once they have used it.

Children's behaviour is excellent. Through the interaction of the staff they learn to listen to each other, be kind to their friends and consider each other. They play well together negotiating with and helping each other, for instance, a child needed some scissors and their friend went and got them for them. Staff promote their good behaviour by focusing on the positives praising the children throughout the day building on the children's self-esteem.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 1 |

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met