

Inspection of Paint Pots Preschool @ Harefield

Yeovil Chase, Southampton SO18 5NZ

Inspection date: 18 October 2022

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy and excited to go into pre-school. They welcome their friends with hugs and happy smiles at the door. Children thoroughly enjoy their time in this exceptionally welcoming and nurturing pre-school. They have extremely close emotional attachments to staff and confidently seek them out for reassurance or to join in with their play. Staff are passionate about what they do. They know the children incredibly well. The manager and her team provide a highly focused curriculum which provides all children with targeted support, to help them make the best progress possible.

Children's behaviour is impeccable. They understand rules and routines, and why they are in place. Children learn about kindness and respect for each other through staff's excellent role modelling. For example, children recall the 'paint pots promises', as they talk about being kind to their friends. They excitedly talk about having fun together at preschool. Staff give constant praise for the children's achievements. This supports children's self-esteem and positive attitudes.

Children with special educational needs and/or disabilities (SEND) receive support at the highest level. Staff work extremely close with parents and other professionals to ensure a secure collaborative approach. The manager swiftly identifies any children who may not be making the best possible progress. She is extremely effective in working with parents and other professionals to ensure all children get the high-quality, targeted support they need.

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

- The experienced manager leads by example in her aim to provide the very best early years education. Her passion is infectious and results in a shared vision from a team of staff, who work exceptionally well together. The curriculum is meticulously planned. Staff are extremely skilled in ensuring that learning follows a sequence. For example, they add new vocabulary and facts about different fruits and vegetables, so that over time children build a very impressive bank of knowledge. This approach means all children make remarkable progress.
- Children are tremendously motivated learners with remarkably positive attitudes to learning. Staff use their superb teaching strategies to provide children with the most stimulating and challenging activities. Children of all stages of development are inspired to learn, be curious, and are deeply engaged in their play. This means all children make exceptional, rapid progress from their starting points.
- Staff benefit from excellent training opportunities that help to develop their expert skills even further. For instance, they reflect positively on oral health and are particularly sensitive to the challenges that some families experience. Staff

think of creative ways to help children learn about oral health at home and offer home-learning bags. Furthermore, the manager signposts families to local dentists to improve dental care for children. This helps promote positive family attitudes to oral health.

- Teaching is excellent. Staff skilfully provide consistently high-quality interactions with children. They place high emphasis on ensuring that all children hear and develop rich vocabulary. Children hear clear explanations to help them understand new words such as 'vines' and 'fibre.' Staff work closely with other professionals and target teaching to support communication. For example, children enjoy taking part in communication and language sessions through well-thought-out, small-group programmes. This helps children increase their vocabulary and extend their confidence in social situations.
- Children develop incredible independence and self-help skills. They help themselves to the magnificent array of real-life resources that are fully accessible to them. For example, they handle real china crockery with care, and know how to keep themselves safe when using tools. Children independently follow toilet and handwashing routines and learn to recognise their names. This supports children to build resilience and confidence.
- The management team and staff are extremely passionate about helping children to understand the diversity of the world we live in. Children respect and embrace the similarities and differences between people and celebrate the uniqueness of their own heritage and culture. This successfully promotes inclusion and helps children to be extremely well prepared for life in modern Britain.
- Leaders and managers are inspirational and passionate. They motivate their team through meaningful supervisions that encourage reflective practice to promote outstanding teaching. Staff consistently comment that their wellbeing is a priority, and that they feel extremely supported to fulfil their roles.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand the procedures to follow in the event of a safeguarding concern, including concerns relating to children or the conduct of someone working with children. This ensures information is shared between the relevant professionals, enabling children and families to receive the correct support. The management team strengthens staff awareness through regular training. They develop knowledge on safeguarding issues in the local area, such as radicalisation and county lines, strengthening staff learning to recognise the signs of different types of abuse.

Setting details

Unique reference number	2596331
Local authority	Southampton
Inspection number	10249215
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	48
Number of children on roll	31
Name of registered person	Paint Pots Pre-School & Nursery Limited
Registered person unique reference number	RP526801
Telephone number	02380 000 798
Date of previous inspection	Not applicable

Information about this early years setting

Paint Pots Preschool at Harefield was registered in 2020. It is open from 8.30 to 15.30, Monday to Friday, term time only, and receives funding for free early years education for children aged two, three and four years. There are 14 staff employed by the nursery. Staff hold recognised qualification from level two to eight.

Information about this inspection

Inspector

Kelli Wiseman

Inspection activities

- This was the first routine inspection the pre-school received since COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken into account their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked about their curriculum and what they want children to learn.
- Children spoke to the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took into account their views.
- The manager showed the inspector 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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