

# Inspection of Paint Pots Preschool & Nursery

1 Spring Crescent, Portswood, Southampton, Hants SO17 2FZ

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Inspection date: 6 April 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children come in happily. They are eager to see the warm and caring staff. Children have strong attachments to their key person. Staff have high expectations for all children. This includes children with special educational needs and/or disabilities (SEND). Children behave well and they understand the rules and boundaries. Children learn independence skills throughout their time at nursery. Staff build on this as children get older. For example, younger children try to put their feet in their shoes, whereas older children put their shoes on without additional support.

Children make good progress in their learning and development. They are curious and motivated to learn. Children develop their interests further through practical activities. For instance, children learn about different types of creatures through the nursery's pets. Children look after tadpoles, snails and stick insects. They keenly notice the differences as the tadpoles develop. Children take pride in their environment and having responsibility for small jobs. For example, children lay the table for their peers at lunchtime. Children's language skills are highly supported. They sing nursery rhymes all throughout the day, often spontaneously. Children look at books and listen keenly when staff read them stories.

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

- The provider's ethos of 'love, laughter, learning' shines through. The manager is passionate and dedicated to improving outcomes for children. She is highly driven in supporting children and their families.
- The manager creates an ambitious and sequential curriculum that meets the needs of all children. She works with families to make sure that she provides children with experiences that they might not otherwise have. For example, she ensures that children spend a lot of time outdoors while at nursery.
- Partnerships with parents are excellent. Parents are highly complimentary of the nursery. They talk highly of the support that they receive from staff. Parents comment on the 'big family feeling' they get from staff. They receive home-learning ideas through a regular book library. Children very much enjoy taking books home to read with their families.
- Staff well-being is highly valued and is a high priority for the manager. She ensures that all staff feel well supported. The manager has a very effective open-door policy, which means staff feel able to raise any concerns they may have.
- Children with SEND make very good progress. There is a strong support system in place. The manager acts as an advocate for them and their families. This results in effective support from outside agencies being put in place as quickly as possible.

- Children learn about each other's cultures as they celebrate together. For example, they learn about Ramadan and Eid from those celebrating the festival. Children enjoy trying on traditional clothing from around the world. They excitedly call themselves 'princesses'.
- Children who speak English as an additional language make excellent progress. They feel comfortable using their home languages with each other and staff. Staff provide targeted small-group activities to develop their language skills. Children eagerly take part in these activities. For example, children learn to count in English using simple games.
- Staff demonstrate their strong teaching skills through well-thought-out adult-led activities. They base the activities on what children already know and what they want children to learn next. Children are highly engaged during these activities. However, at times, during free-flow play, staff are unsure of what they want children to learn. They do not consistently build effectively on children's knowledge and introduce children to new concepts when following the children's lead.
- Children learn resilience from an early age. Staff skilfully support very young children as they learn to persist when they encounter difficulties, such as when they learn to walk. Very young children beam with pride when they succeed.
- Children who receive additional funding make good progress. The manager uses the additional funding thoughtfully to meet children's individual needs. For example, the manager purchases light-up sensory toys to help develop children's attention skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and designated safeguarding lead have a clear understanding of their roles and responsibilities. The manager prioritises children's welfare at all times. Staff know the signs and symptoms that may indicate that a child is at risk from harm. They know how to report concerns about a child, including allegations against a member of staff if necessary. Staff attend frequent training to develop their knowledge further. They demonstrate a good knowledge of wider safeguarding issues, such as radicalisation. The manager ensures that she keeps herself up to date with changes to the local safeguarding processes. She acts quickly to ensure this knowledge is shared with staff.

## **What does the setting need to do to improve?**

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

- enhance the good quality of teaching even further, considering ways to strengthen the curriculum intent during child-initiated play.

## Setting details

<b>Unique reference number</b>	EY480301
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10219850
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	64
<b>Number of children on roll</b>	109
<b>Name of registered person</b>	Paint Pots Pre-School & Nursery Limited
<b>Registered person unique reference number</b>	RP526801
<b>Telephone number</b>	023 8032 2197
<b>Date of previous inspection</b>	11 August 2016

## Information about this early years setting

Paint Pots Preschool & Nursery registered in 2014. It is located in Portswood, Southampton. The nursery opens Monday to Friday from 8am to 6pm, for 51 weeks of the year. The setting receives funding to provide free early education for children aged two, three and four years. There are 24 staff. Of these, 15 hold relevant childcare qualifications between level 2 and 6.

## Information about this inspection

### Inspector

Natasha Jarvis

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager explained the curriculum intentions to the inspector during the learning walk.
- The inspector took part in discussions with the manager, management team and staff during the inspection.
- The manager and the inspector observed and evaluated an activity together.
- The inspector observed staff and children throughout the day.
- Parents shared their views with the inspector through discussions.
- The inspector sampled relevant documents.

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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