

Inspection of Paint Pots Pre School and Nursery

Kings Centre, 26 Quob Lane, West End, SOUTHAMPTON SO30 3HN

Inspection date: 2 May 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Staff welcome the children with open arms, high fives, and a smile. Children eagerly go into the nursery and put their belongings away. Staff have special bonds with their key children and children enjoy their key-person group times. For example, children excitedly visit a quiet area to take part in a rhyming activity with their adult and friends. Children are happy and want to learn. All children are progressing in their development in this warm, safe environment.

Staff have high expectations for behaviour. Children repeat the rules regularly. These are to appreciate, to care, to respect and to have fun. Children ask each other for help, for example with their coats and zips when they find it difficult. Staff support children to form good relationships with each other.

The managers have clear intentions for their ambitious curriculum. There is sequencing from babies up to pre-school. Staff model, repeat and follow children's interest to support their learning and development. For example, children learn about caterpillars and using the story 'The Hungry Caterpillar' to support this. Children know the story well and can even retell it in their play. There is a large focus on children's communication and language skills.

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

- Leaders and managers fully support their staff's well-being. All staff feel extremely happy to be working in this nursery. The managers provide opportunities for staff to further their careers. For example, they can do new qualifications, such as NVQ level 3 in childcare. Staff get a lot of training and must complete parts of this within their induction process. The nursery has many highly qualified and skilled staff who are implementing the curriculum to a good standard.
- Communication and language development is strong across the whole nursery. The staff give children new rich language. They read stories and join in with music sessions. For example, all children join in with a music programme, which they all enjoy. Children actively join in and show great excitement. Staff model language and use Makaton regularly to help children communicate.
- There are inconsistencies in the arrangements to promote children's independence. Staff provide some opportunities for children to complete tasks independently, such as serving their lunches and choosing snacks. However, there are times when staff do not fully consider how to give children the opportunities or the resources to try things for themselves and to succeed on their own. As a result, children are too reliant on their adults.
- Staff give children lots of chances to extend their physical development. Children have access to multiple outdoor areas. These areas allow for children to move in

different ways, grow plants and enjoy sensory play. Indoors, children have access to activities to support early writing skills. For example, children do activities, such as play dough, threading, and drawing. Children are developing good coordination and control.

- Staff support children with special educational needs and/or disabilities (SEND). The manager and special educational needs coordinator have qualifications in this area. Staff seeks support from relevant agencies to help children and their families. Children with SEND and English as an additional language make good progress in their development. Staff display photos of families from all round the world and discuss different countries that children come from. This supports children to learn about the backgrounds and lives of others, and to recognise and respect the similarities and differences between themselves and other people.
- Staff know exactly where the children are in the learning and what they need to learn next. They give parents regular observations on their child's development and set them challenges to do at home. For example, they encourage parents of the babies to sing action songs such as 'Head, Shoulder, Knees and Toes' to help children learn their body parts and further extend early language. Staff also complete and share the two-year progress checks with the parents, as required.
- Parents partnerships are strong. There is great two-way communication. Parents say their children are thriving, especially in confidence. Parents also praise the nursery staff for their dedication to ensuring all children's needs are met. For example, children with medical conditions and allergies are all catered for well. Parents thank staff for ensuring smooth transitions from room to room and to school.

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:

- support staff to recognise, and make better use of, opportunities to help children develop their independence skills.

Setting details

Unique reference number	EY411817
Local authority	Hampshire
Inspection number	10335414
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	61
Number of children on roll	83
Name of registered person	Paint Pots Pre-School & Nursery Limited
Registered person unique reference number	RP526801
Telephone number	02380 476 942
Date of previous inspection	14 June 2018

Information about this early years setting

Paint Pots Pre School and Nursery is one of thirteen settings owned and run by Paint Pots Pre school and Nursery Ltd. This setting registered in 2010. The nursery opens each weekday from 8am to 6pm, for 51 weeks of the year. The setting receives funding for two-, three- and four-year-old children. There are 13 staff members working with the children, of whom 12 hold relevant early years qualifications.

Information about this inspection

Inspector

Harriet Povey

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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children and parents spoke to the inspector about the nursery.
- The inspector carried out a joint observation with the manager on a group activity.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that was having on children's learning.
- Staff spoke to the inspector during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff.

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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