



## Pumpkins Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY337914
<b>Inspection date</b>	15 January 2007
<b>Inspector</b>	Susan, Esther Harvey
<b>Setting Address</b>	Badminton Memorial Hall, Hayes Lane, Badminton, South Gloucestershire, GL9 1DD
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<b>Registered person</b>	Pumpkins Nursery Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Pumpkins Nursery has been registered since 2006. It is run by a limited company. The company also runs an out of school provision in the neighbouring village. It is situated in Badminton Memorial Hall and occupies the first floor of the hall in Badminton, South Gloucestershire. A maximum of 31 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 27 children aged from under two to eight years roll. Of these 15 receive funding for early years education. Children come from the local area. The nursery can support children with learning difficulties and children who speak English as an additional language.

The nursery employs five members of staff. There are four members of staff who hold appropriate early years qualification including the manager who is also the owner. One staff member is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children experience a good range of interesting physical activities as part of a planned routine which contributes to a healthy lifestyle; this includes regular exercise outside. Children in the after school club climb on wooden apparatus and run around the cricket field. Children under five hop and skip to musical exercise tapes as well as running and jumping in puddles in the secure outside area. Young children laugh as they crawl through a long plastic tunnel. However, young children do not have daily opportunity to use equipment safely indoors, to support their impulse to climb.

Children confidently use one handed tools such as pencils, scissors, knives and forks. As a result, their fine muscle control is improved.

A well organised routine and diligent staff, enable children to learn the importance of good personal hygiene. For example, staff are good role models and encourage young children to wash their hands before and after meals and messy play. The 'no shoes' policy for the nursery protects children's health, and ensure floors remain clean for young children to crawl in safety. Therefore, children are protected from infection, and because staff are active about children's health care matters. All documentation is maintained to a high standard. Most of the staff hold a first aid certificate which ensures appropriate action will be taken in the event of any accidents.

Children enjoy healthy snacks and develop their independence and confidence as they pour their own drinks, and set the table for meal times. Some children are provided with a nutritious cooked mid-day meal, while parents provide other children with a healthy lunch box. However, all children meet together for meals which is used as a social occasion to meet with friends and siblings. Staff sit with the children to supervise and share the news of the day.

Children who attend the after school club help prepare the table for snack. As a result, children are learning life skills and socialising with other children in the nursery.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in bright colourful surroundings with evidence of their pictures and displays around the setting. For example, the toddler room is festooned with colourful posters and pictures to use with the children as a point of interest. The well-orchestrated organisation by staff means that all children can use the whole setting at some point during the day. Children have free access to toys and resources from tables, trays and boxes stored on low-level shelves. Children have personal space in the form of named drawers in which to keep their belongings.

Young children rest in comfort and peace as staff closely supervise; while other children share play-time in another part of the nursery. As a result, deployment of staff is well-organised to meet the individual needs of sleeping children. The setting is well equipped with clean and safe toys and resources, for children of all ages.

Children benefit from good safety measures. An example of this is, the high security on the main door, a well documented visitors book, and the good emergency evacuation plan which has been practiced and recorded in detail. Children develop an awareness of personal safety as they take part in regular emergency drills. They eagerly tidy away toys after use, which increases children's awareness of everyday safety in the setting.

Written permission to transport children from school to the nursery is provided by parents and appropriate insurance is retained for the vehicle. Staff have a good understanding of their personal responsibility with regard to safe guarding children. They are aware of the reporting and recording procedure if they have concerns about a child. As a result, children are well supported and well protected by staff.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children arrive happily into the setting and develop good levels of confidence and self-esteem. They settle very quickly into the family environment of the nursery routine, through the sensitive care and management of staff members. Children have a good relationship with staff. Young children are given lots of cuddles and reassurance when unsettled. As a result, they are helped to feel well supported and secure, with the ability to snuggle into staff when necessary.

Young children are introduced to a range of activities which extend their learning. The detailed plans and recording of information enables staff to monitor young children's development around the Birth to three matters framework. Young children make independent choices regarding the activities and resources they wish to explore. For example, some children wish to take part in imaginative play by dressing up, while others enjoy playing in water.

Children attending the after school and holiday club have the chance to take part in planning their own activities and topics. Children's routine after school includes out door play and creative activities. They thoroughly enjoy building a planetarium from various sized cardboard boxes as part of the 'space' theme. They are able to relax and look at books or share the computer with the younger children. Children are confident and self-assured while being well occupied in meaningful activities.

### **Nursery Education.**

The quality of teaching and learning is good. Most children are progressing well given their starting points and capabilities. They are supported by the staff teams confidence and knowledge of the early years curriculum. They have a clear understanding of what children are intended to learn from the activities. Staff meet regularly to plan a varied range of activities to support children's learning towards the early learning goals. Planning is comprehensive and covers all

areas of learning. Staff work well together and are committed to on going professional development which enhances children's learning experiences.

Staff know the children well and have positive relationships with them. They are consistently deployed to support children's learning. Staff are gifted in appropriate questioning of children in order to make them think, and extend their knowledge. Staff gently ask questions in order to increase children's thinking. Written observations are completed by staff which are used to support children's assessments. However, assessments are not consistently monitored or recorded; or used to plan all children's future learning aims. As a result, some children's individual learning potential is not fully maximised.

Children show a sense of belonging as they greet each other on arrival. They are fully involved in play and activities throughout the sessions. Children have a good level of independence as they freely select equipment for themselves and take responsibility for their personal care. Children show concern for each other and enjoy meeting with younger children throughout the day and those in the after school club. As a result, children benefit from being part of a family environment within the nursery setting.

Children are confident in their use of numbers and are able to count up to ten and some beyond. They enjoy story telling and treat books with respect by handling them appropriately. Children are able to freely access computer programmes and effectively use the mouse. They take turns sharing the computer time, and readily using a sand timer to monitor their time. Children work together as a team while creating a moon landscape from card and paper, followed by painting the finished model as part of the 'space' theme.

Music plays an important part in the nursery. Children sing nursery rhymes while playing, and being accompanied by a guitar at times enables them to enjoy live music.

### **Helping children make a positive contribution**

The provision is good.

Children are valued as individuals and fully included into the setting. Continuity of care is managed well within the small intimate nursery. Contact books are used for parents and staff to keep all informed of the children's care. The care of children with learning difficulties is well organised.

Children's spiritual, moral, social and cultural development is fostered. Children are independent and show good self-care skills. They thoroughly enjoy sharing news about significant moments in their lives with others. Children are beginning to develop an understanding of the wider world around them as they visit local farms to see the animals, and choose books from the mobile library. Children have a good range of books, and play resources that show positive images of diversity.

Children behave well in the setting. Young children are encouraged to share toys through positive gentle management by staff. Children understand right from wrong through boundaries and lots of praise from staff who are good role models. Older children in the after school club are polite and respect each other and staff.

Partnership with parents is good.

Children benefit greatly from the open warm welcome that families receive. Information is shared verbally, and formally through a home-link book detailing young children's time spent in the nursery. Staff are highly motivated in making sure that children settle into the nursery as easily as possible. This includes a slow induction at the child's pace. Parents are encouraged to be part of their children's learning through a variety of ways. For example, parents skills such as gardening are welcomed, in order to cultivate part of the outside area; which will increase children's knowledge, and help them learn how things grow.

Parents receive a regular news letter giving information about the nursery. However, children attending the after school club are planning to design and print their own news letter as part of a future topic.

All parents are given extensive information about the setting. This includes information relating to the Birth to three matters framework and the Foundation Stage. Parents have the opportunity to discuss their children's progress at all times with the staff. As a result, the good relationship between the nursery and parents fully supports all children's developing self-assurance and aids towards building a consistent approach to children's care.

### **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom it provides care and education.

Children's well-being and education is supported by staff that are qualified and experienced. Young children receive quality time as they are cared for in small groups. There is a thorough operational plan; which is effective in practice. Therefore, ensuring that sessions run smoothly and children benefit from stable routines' within a small intimate nursery environment. The close links with the local primary school enhances children's time in the setting and eases their progression into reception.

Leadership and management are good.

Staff work efficiently and effectively together and compliment each other's skills. They work together as a team and meet regularly to discuss planning and children's progress. The owner is experienced and qualified which is an asset to the setting, providing examples of good practice. This includes appropriate methods of recruiting staff and regular meetings to identify training requirements, which enhances a good range of experiences for children.

Clear policies and procedures support staff in working successfully in partnership with parents. Regular self-assessment and monitoring by the owner ensures that children receive good levels of care and education. As a result, children needs are at the centre of the owner's aims for the nursery.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted which required the provider or Ofsted to take action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

### **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- enable young children to extend their physical development by providing equipment on which to climb indoors

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure observations of children's achievements are regularly monitored and recorded, and used to identify the next stage of learning

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)