

Pumpkins Pre-School

Inspection report for early years provision

Unique reference number	EY379929
Inspection date	30/09/2008
Inspector	Linda Janet Witts

Setting address	Tormarton Village Hall, High Street, Tormarton, Badminton, Avon, GL9 1HU
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Type of setting	Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Pumpkins Pre-School registered in 2008 and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The group offers care for up to 32 children aged between two and eight years, at any one time. There are currently 18 children on roll, of whom 10 are funded three year olds. Primarily children under the age of five years will attend but places for older children will be offered subject to demand. Children with learning difficulties and disabilities and those for whom English is an additional language are welcome.

This pre-school is one of three settings owned by Pumpkins Nursery Limited. It is situated in the rural village of Tormarton. The village is conveniently located approximately two minutes from the A46 and junction 18 of the M4; a commuter route from Stroud, the Cotswolds, Bath and Bristol. The village includes a public house and church, play park, village pond and farm land. The pre-school operates from the village hall and has sole use of all facilities during hours of operation. The premise has disabled access. Play areas comprise of a bright playroom, large hall and outdoor area. Children also use the village play park within the hall grounds. Kitchen, toilet facilities and a parents' room are also available.

The manager heads a team of two part-time and one full-time member of staff. The manager has Early Years Professional Status and all staff hold relevant level three qualifications.

Overall effectiveness of the early years provision

This group has made a very positive start as a newly registered setting. Children enjoy their time in the setting and make good progress in their learning. An inclusive, welcoming service is provided, with a strong partnership with parents already established. The strengths in leadership and management ensure that plans for further improvement are implemented successfully.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the use of observations to inform future planning, so that activities planned build upon what children already know and can do as well as reflect children's interests
- explore how best to organise routine activities such as, lunch time, to ensure that children continue their enjoyable experiences and that their individual needs are met

The leadership and management of the early years provision

The group is led and managed competently. The village hall from where they operate is transformed to create an attractive child-friendly environment, equipped with high quality play resources. The owner implements robust vetting procedures and induction for new staff. There is commitment to ongoing training for personal development and to enhance the provision for children. The owner plays an active role within the group and works to support all staff including those new to the organisation. She motivates them in their work to benefit the children in their care.

The group maintains all legally required documentation well and has effective policies and procedures that ensure the safety and security of children. The outcomes for children are effectively promoted to ensure that children are encouraged to be healthy and are well looked after. The challenge to provide a full day of care for children and to meet the needs of both children and staff can on occasion lead to less effective organisation. An example of this is over the lunch time period.

Good links exist with parents and carers, other agencies and providers. This is particularly evident in their working partnerships to support children with learning difficulties and disabilities.

The owner has clear vision for the group and by reflecting on individual and group practice she identifies strengths and weaknesses in the provision. She is working to foster team spirit and to ensure that all staff develop a good understanding of the Early Years Foundation Stage requirements.

The quality and standards of the early years provision

Children arrive with enthusiasm and enjoy their time at the pre-school. They are all new to this setting but some children have previously attended another local nursery owned by this organisation. Therefore these children are familiar with some staff and their needs and stages of development are known to staff. Each child has an allocated key worker who works closely with their parents and any other professionals involved in their care. This ensures consistency in the care children receive.

Children relate well to staff and play happily alongside their peers. They are beginning to understand the behavioural expectations in the setting and are generally very well behaved. Staff provide meaningful praise and encourage, and foster children's self-esteem.

The children's play environment is attractive and well organised. Most resources are stored at low level so that there is potential for children to access resources safely for themselves. Children tend to use the resources set out by staff for them, but do ask for additional resources and this is particularly evident during role play. For example, children select dressing-up clothes themselves and take fruit sorting resources from the mathematics resource area. When they decide they need more

items they confidently ask a member of staff for them.

The planned curriculum reflects the learning and development requirements of the Early Years Foundation Stage. While staff are getting to know new children plans are based on the group's general stages of development and do not reflect the children's individual stages of development and interests. Staff are beginning to carry out observations of their key children to assist their identification of children's abilities and particular learning styles. Children are offered a broad range of activities both indoors and outdoors. These cover each area of learning.

Children are actively encouraged to develop their language and communication. They talk about what they are doing, ask questions, make their needs known and recall past experiences. Children learn sign language to support oral communication, and regularly sign, for example, to say thank you and to accompany singing. Children are keen to explore and investigate and skilled staff instinctively extend this natural curiosity. For example, a child is fascinated by the sound a Venetian blind makes when brushed. The adult encourages the child, and others who join them, to talk about the sounds and then she suggests they find musical instruments to try to recreate the sounds. This the children do with enthusiasm. Musical activities are used throughout the day in a variety of ways. Children move to music; they sing along to well known songs, with the manager playing a guitar accompaniment; they sing nonsense rhymes that aid sound recognition and; they sing rhymes and songs doing accompanying actions with gusto.

Children get plenty of fresh air and exercise. They use the adjacent play park frequently and go out for local walks. The children are keen to use the small outdoor play space where they can do a wide range of activities, including water play and sand play. An area is set up like a construction site with realistic building equipment. Children put on protective play helmets and scoop up sand with spades, trowels or with a sit-on digger. The children are learning to operate the digger and to use the control switches to manoeuvre the digger arm and bucket successfully. Budding architects collect clip boards and set about designing constructions. Others use different sized cardboard boxes to build on large scale. The hall lends itself to group physical play activities. 'Leaps and Bounds' sessions take place weekly. A representative from an outside organisation works with children and staff to further children's physical development. Children learn to work together, to gain agility and practise ball skills. These sessions are enjoyed by most of the children attending.

Children are familiar with the daily routine. They know they need to wash their hands before they eat and usually go as a group to do this, to ensure they cannot leave the premises unsupervised. Staff accompany children whenever they need to use the toilet facilities but do encourage children to be independent in managing their own personal hygiene. Regular nappy changes ensure the comfort of younger children and the procedures followed minimise the risk of cross infection. Children sit together as a group for snack and meal times. Generally staff do not sit and eat with the children. Staff serving food or supervising children do encourage children to try new foods and will often chat with children creating a social occasion. However, there are times when lively children leave the table and run around the

hall space whilst staff are trying to support children that need extra help and to serve food. As a result other children are distracted from eating and may not be suitably nourished. The meals served are chosen by parents. Children may bring their own lunches or eat food prepared and delivered by a local school. The menu promotes healthy eating.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration which required Ofsted or the provider to take any action.

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.