

# Pumpkin Patch

Inspection report for early years provision

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**Unique reference number**

EY236710

**Inspection date**

31/03/2009

**Inspector**

Louise Bonney

**Setting address**

129 Albert Street, Fleet, Hampshire, GU51 3RP

**Telephone number**

01252 678 623

**Email**

thepumpkinp@aol.com

**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

Pumpkin Patch Day Nursery opened in October 2001. It is one of two privately owned nurseries and operates from a detached house close to the town centre of Fleet. The nursery accepts children from three months to five years. Children aged under two years use two rooms on the ground floor and children over two use three rooms on the first floor. Kitchen facilities are available and a separate ground floor room is used for meals. Toilet facilities are available on both floors. There is an enclosed garden available for outside play.

The nursery is registered under the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 44 children on roll, all of whom are in the early years age range. There are no children currently attending within the later years age range. Of those attending 15 receive early years education funding. Children attend all day or for various sessions. The nursery is open Monday to Friday from 08:00 until 18:00 for 51 weeks of the year. The nursery supports children with learning difficulties and/or disabilities and those who have English as an additional language.

There are eight full-time members of staff working with the children. This includes the manager, who is supernumerary. Of these, seven staff hold relevant childcare qualifications between Levels 3 to 6, and one member of staff is planning to attend training this year for an appropriate qualification. The nursery also employs a cook and cleaner. The nursery receives support from the local authority advisory teacher and is currently undergoing reaccreditation under the Preschool Learning Alliance's Aiming for Quality scheme.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good, with aspects that are outstanding. Staff safeguard children very effectively and children's health and safety receive excellent support through rigorous risk assessment, while established routines and activities promote children's awareness of how to be healthy and safe. Children make good progress in learning and development through staff providing stimulating activities that the children enjoy participating in, and their systematic observational assessment of children supports planning for their future learning. Staff develop strong links with parents and regularly share information about children's care needs and achievements, which enables them all to build on children's experiences at home and in the nursery. The owner and staff are very effective in identifying areas for development and continuously improve their provision, which benefits the children.

## What steps need to be taken to improve provision further?

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

- develop further the provision of a balance of planned adult-initiated focus

activities and self-selected child-initiated activities to ensure developmentally appropriate differentiation and challenge

- support children who have English as an additional language further to help children settle if they are tired or distressed.

## **The leadership and management of the early years provision**

The owner, manager and staff are a close team who are committed to providing high quality care and education for the children. Management seek feedback from parents by sending out questionnaires showing them a filmed day at nursery during parent evenings and act upon advice from external advisors. The owner and manager effectively implement and regularly review their clear development plan. The owner supports staff's professional development and organises inset days and external training, taking account of staff's interests, nursery requirements and any areas of weakness identified. They successfully introduce new systems such as peer-on-peer observations, which staff find useful for developing their practice. The manager monitors the quality of teaching and how effectively staff use established systems to plan, observe and assess children's development, giving support where necessary. This reflects a high degree of commitment to the continual development of the provision.

Staff safeguard children very well. The manager introduces safeguarding issues during team meetings. Most staff have attended Advanced Child Protection training and others are booked onto courses. The manager ensures student helpers and new staff receive an early induction which covers safeguarding issues. The delegated Health and Safety Officer highlights a different issue to staff each week, this week is about how to assess and provide suitable challenges for children as they develop awareness of risk.

The nursery has a comprehensive range of policies and an informative brochure that they copy to parents. Parents reflect high levels of satisfaction with the provision through feedback received, and staff quickly act upon any suggestions they make. This develops strong partnerships. Parents share regular information about their children's progress and activity ideas in newsletters. This enables them to further support children's learning at home.

## **The quality and standards of the early years provision**

Staff provide an environment that children find stimulating and fun. Staff use resources imaginatively to ensure children have their curiosity roused, such as large amounts of shredded paper in the garden which babies sit in and explore while older children organise bags to transport it in. Staff provide a wide range of resources in all areas of the nursery, which ensures children have good opportunities to extend their learning and development across the curriculum both outside and indoors. Children spend much of their time outside, which not only stimulates their play but also provides excellent support for their good health through exercise and fresh air. Children have opportunities to mix with siblings and friends in other age groups as they play together outside or during some group

activities, such as music and movement or mealtimes. This helps children develop confidence and supports their relationships with others. Children show independence as they play, such as when older children decide to dig in the mud and fetch their boots and tools from storage areas outside or as babies crawl to nearby boxes and pull out and shake see-through scarves. They keenly participate in activities staff suggest, such as playing a board game. Staff support children's self-initiated activities as they join in their play or ensure they have any additional resources they need. Children use computers as they play games or design and print pictures. Staff use a digital camera to take photographs of activities and share these with children immediately and display them indoors at child height. This supports children's developing awareness of technology.

Each child has a key person known to parents who carries out observational assessment of their learning and identifies their next steps. Staff are beginning to involve children in their own assessments by asking them about skills they would like to practise or develop. Staff provide parents and other settings children attend with quarterly statements that identify children's next steps and biannual reports of their learning and development. They encourage parents to contribute to children's progress records and to attend meetings with their key person. This develops strong partnerships and supports children's future development through the sharing of information.

Staff monitor children's progress towards the early learning goals to ensure a balance of learning and provision and these records show that children make good progress from their starting points. Staff know the children well and often use activities children initiate themselves to extend their skills. An example of this is when children started to draw maps in the garden, staff provided clip boards, tools for mapping such as squared paper and real maps, encouraged children to describe their journey from home to nursery and took them on a walk to the park which they mapped. Staff consider children's next steps as they develop activity plans. However, these plans do not clearly identify individual children's learning aims to ensure they are effectively supported and there are few small group adult-led activities planned to further ensure differentiation and challenge.

Staff identify children's individual needs and take steps to provide an environment that is inclusive and welcoming. Through observing the children they identify possible delays in children's development and share information with parents in order that further assessment can be sought. Established children with English as an additional language are well settled and receive good support. Staff seek information about their home languages and displays around the nursery reflect and value these. They apply for a language support worker to help children communicate and develop confidence as they settle into the nursery. However, staff do not further develop support systems, such as through the regular use of key words, recordings from home of familiar comforting sounds like songs and rhymes, or by using photo prompts prior to changes in activities in order to communicate and help children adapt to their new environment.

Staff provide excellent support for children's health and safety. New staff are thoroughly vetted and follow a tracked induction to ensure its timely completion. Staff rigorously risk assess, organise an annual electrical safety check and

effectively reduce hazards. Children learn how to manage their own safety. They remind each other to come down the stairs carefully and practise the fire drill monthly to ensure quick evacuation of the premises. Staff allow children acceptable challenges as they run and climb on large equipment in the garden and on visits to the park. This helps children develop awareness and control of risk. Staff monitor children's health and take prompt action if a child seems unwell and ensure that emergency advice and treatment is sought immediately when necessary. Staff implement effective hygiene procedures and children help to keep their environment clean and tidy, indoors and outside. Children thoroughly enjoy healthy and nutritious meals that are freshly prepared on the premises and have access throughout the day to drinking water. The cook reflects children's various dietary needs and includes recipes to support known allergies, such as eggless sponge cakes. Children benefit from physical exercise as they run until they are out of breath and climb and balance on fixed play equipment during frequent outdoor play. Children have very good relationships with staff and each other. They include others in their play and staff quickly help them resolve any minor disputes and encourage them to consider each other's feelings. This helps them develop appropriate behaviour.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
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](http://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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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 the last inspection.

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.