

Little Pumpkins Nursery

Inspection report for early years provision

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Inspection date	08/01/2010
Inspector	Angela Ramsey
Setting address	88 Woodyates Road, London, SE12 9JH
Telephone number	0208 851 2400
Email	Deannicol@AOL.COM
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 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.

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Description of the setting

Little Pumpkins Nursery was registered in February 2006 and operates from a converted semi-detached house in the Lee area of the London Borough of Lewisham.

The premises comprises of three group rooms, children's bathroom facilities, kitchen, office, staff room and adult bathroom facilities. All children have access to a secure enclosed outdoor play area.

A maximum of 31 children in the early years age group may attend the nursery at any one time. The nursery is open each weekday from 8:00am to 6:00pm for 51 weeks of the year. There are currently 31 children under five years on roll. Children with special educational needs and/or disabilities and children who speak English as an additional language are supported.

The nursery employs 11 members of staff. Of these, eight hold an appropriate early years qualifications and two are working towards a qualification. The nursery is on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff team provide an inclusive, welcoming, friendly and caring environment for children and their parents. Activities and learning opportunities for children are planned and children's development and achievements are recorded. Children's safety is promoted through the staff's sound understanding of safeguarding procedures and the deployment of staff. Key areas for improvement have been identified through the completion of Ofsted's self evaluation form.

What steps need to be taken to improve provision further?

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

- ensure that opportunities are provided for pre-school children to attempt writing for different purposes, using features of different forms such as lists, stories and instructions
- improve arrangements to provide pre-school children with opportunities to become more independent.

The effectiveness of leadership and management of the early years provision

Policies and procedures have been devised and are in the process of being updated. These policies and procedures ensure the safe management of the setting. Staff demonstrate a sound understanding of safeguarding procedures.

Staff know what action to take in the event of a safeguarding issue. The setting's recruitment procedures ensure staff are suitably qualified, experienced and vetted. Therefore, children are appropriately protected. Potential hazards are managed due to the conducting of risk assessments. Procedures for handling any complaints that may occur are also in place.

Through discussions with parents, staff have a good knowledge of each child's background and needs. Activities and events which enable children to learn about different cultures are also provided. Staff demonstrate a commitment to inclusion and work closely with parents and Lewisham's early years intervention team to ensure each child gets the support he or she needs.

Good relationships have been formed with parents and carers. Staff speak to parents daily about their child's day. Staff also keep a written diary which keeps parents informed of what their child has eaten, sleep times and what activities they have taken part in. Regular newsletters are also produced and parent meetings serve to keep parents informed of their child's developmental progress. The setting's Operations Manager sends out questionnaires to get the views of parents. Menus have been adapted to meet the suggestions and wishes of parents.

Staff and the Operations Manager demonstrate a strong commitment to making continuous improvements. Some areas for improvement have been identified through discussion and the completion of Ofsted's self-evaluation form.

During this inspection, parents were given the opportunity to make their personal views known about the setting. Of those who made their views known, comments were positive. The nursery is described as 'fantastic', the service as 'caring' and the environment as 'stimulating, friendly and supportive.

The quality and standards of the early years provision and outcomes for children

Staff have attended or are due to attend the Early Years Foundation Stage (EYFS) training. Activities are planned across all six areas of learning. Each child is assigned a key person whose responsibility it is to ensure observations are completed and that these observations are used to plan for each individual child's next steps in learning. As children play staff complete meaningful observations and photographs of the children participating in various activities are taken. A system to track children's progress has been implemented, children's achievements are recorded under each area of learning and their next steps planned for.

Children are happy and enjoy being at Little Pumpkins Nursery. Staff are kind, caring and work hard to maintain and provide a range of stimulating activities which help children achieve and enjoy learning. Babies and toddlers have formed warm trusting relationships with staff. They readily approach staff for reassurance, support and cuddles. Staff talk to the children consistently, encouraging their language skills. Younger children become competent learners as they explore resources through touch, sight, sound, taste, smell and movement. For example, babies and toddlers respond to music and move in time to rhythms. They also

enjoy investigating, pushing buttons on toys, opening and closing flaps, pushing and pulling a toy and working out that one action has an affect on others.

Younger children enjoy exploring different materials, for example, staff enjoy being creative with coloured sand, water and play dough. Children's physical wellbeing is met well. Children are well nourished and are provided with opportunities to be active when playing in the outdoor play areas which enable young children to acquire physical skills. After lunch the younger children who attend the nursery are able to rest which again aids their physical wellbeing.

Children are making connections as they use their imagination. During role play children use gestures and actions as they pretend to 'prepare meals for their families'. Story time is a firm favourite; children enjoy sitting as a group and enjoy being read too. Children also choose to look at books at other times thus confirming their healthy interest in books.

The staff team work together to offer care and support for children with additional needs. This is achieved through providing an inclusive environment where differences are valued and activities adapted to ensure all children can take part.

Children behave well and understand the rules. If reminders are required staff deliver these in a calm and patient manner. Staff are a good role model for the children as they talk and speak to each respectfully.

In the pre-school children confidently speak to the Inspector, describing the activities they have taken part in. Whilst participating in activities children are encouraged to listen to one another and to share and take turns. The practitioner encourages children's language skills by asking open ended questions and giving children time to respond and decide what they want to say. Activities that promote children's use of numbers, sorting, measures and shapes are planned. Children recognise numerals as they talk about clocks and telling the time. Children enjoy solving simple addition and subtraction problems. Although children enjoy and have opportunities to mark make, opportunities for writing during role play activities are lacking. Also everyday experiences such as children putting on their coats, hats and scarves, setting the table for lunch and serving themselves at mealtimes are not encouraged to increase children's independence.

Opportunities for children to adopt healthy lifestyles are provided through their daily routines. Children enjoy their outdoor play space and have daily opportunities to enhance their physical skills as they pedal tricycles, ride scooters and climb on the climbing frame. Healthy meals and snacks are prepared by the setting's cook. Children's individual dietary requirements are catered for.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met