

# Pumpkins Nursery

Inspection report for early years provision

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**Unique reference number** EY337914  
**Inspection date** 15/02/2010  
**Inspector** Susan Esther Harvey

**Setting address** Badminton Memorial Hall, Hayes Lane, Badminton, South  
Gloucestershire, GL9 1DD

**Telephone number** 01454 219400

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**Type of setting** Childcare on non-domestic premises

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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

Pumpkins Nursery registered in 2006. It operates from the first floor of Badminton Memorial Hall, in the village of Badminton South Gloucestershire. It is run by a limited company who also run an out of school provision in the neighbouring village. Children have access to outdoor facilities, including the village play park, grassed areas and hard surfaced areas surrounding the hall.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 31 children may attend at any one time 24 of whom may be under three, and of which 12 may be under two at any one time. This also includes funding for three and four-year-old children. There are currently 51 children on roll, some in part time places. The nursery is able to care for children with special educational needs.

There are 12 members of staff, 10 of whom hold early years qualifications nine of which are level 3 or above and one who is level 2. Two members of staff have achieved Early Years Professional Status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children thrive at Pumpkins Nursery, whatever their individual needs, because of the high expectations from staff and management for both their welfare and the ability to achieve. A key strength of the nursery is the partnership that has developed through working with parents and other places children attend, such as childminders, pre-schools and nurseries. These wider partnerships contribute significantly to the high standard achieved in coordinating all the information about children and using it to improve their learning outcomes. The nursery management shows high levels of capacity to maintain continuous improvement through a good training programme and committed staff. Children blossom in the inclusive learning environment and are stimulated into achieving to the best of their potential linked to the early learning goals.

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

To further improve the high quality early years provision the registered person should consider:

- enable children to extend their independence with regard to when they choose to prepare and enjoy their snack

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

Staff and management are abundantly aware of the responsibility they have in safeguarding children in their care. They regularly update their knowledge by attending training courses, which means that recent information about current legislation is fully understood. Staff are thoroughly aware of the possible signs and symptoms of abuse and neglect, and of their responsibility to follow the correct procedure in the event of a concern about a child. There is a robust system in place with regard to the employment of staff and protecting children from people who are not vetted, as well as ensuring they are cared for by people who are suitable to work with children.

Pumpkins nursery's success in implementing the Early Years Foundation Stage framework effectively comes from a strong managerial leadership and highly qualified staff. Resources for children throughout the nursery are of a high quality. Staff with responsibility for children with special educational needs attend regular training events and work closely with parents and the local authority inclusions advisor, when needed. Equality and diversity is highly promoted through the wide selection of books and resources, which children can readily access, as well as being introduced to festivals in a fun and practical way. From an early age, babies and children learn to communicate through 'signing' using the Makaton system in order to make themselves understood. As a result, these extended communication skills provide the opportunity for children to integrate with each other and staff, teaching the children to be inclusive.

Comprehensive systems in place for reviewing their practice and self-evaluation, accurately highlights areas for development. The review includes the views of staff, parents, and children who are able to contribute to their learning through discussion and suggestions while playing and working with staff. The involvement of staff in such a process contributes significantly to the feeling of being valued and they speak enthusiastically of their enjoyment at working in this nursery and of the encouragement they receive to gain further qualifications. Regular meetings take place to address issues around the Early Years Foundation Stage framework and training. Each morning staff meet briefly to talk about the aims of the day and any information to be shared about individual children's learning requirements. Monitoring systems are highly effective and include the use of the South Gloucestershire local authority quality assurance scheme, which is annually reviewed.

All parents interviewed commented on how pleased they were with the way staff are helping their children to achieve. They are confident in leaving their children in the nursery and appreciate the information they receive about their child's progress. Parents say they enjoy reading the learning journals and appreciate the opportunity to contribute to their child's progress with suggestions, as well as sharing what their child can achieve at home. There are many opportunities for parents to be involved in the nursery. This includes being part of the parents' forum, reading stories to the children or for fathers to record a story at home for the children to listen to in the nursery. Exchange of information with other places

where children are cared for is of a high standard. This includes childminders and nurseries who work with the children's key-person sharing planning and children's progress. Overall, the nursery encompasses all involved with the children's care, as a result this is a very inclusive setting.

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

Children throughout the nursery delight in their play and achieve well. This stems from the excellent system of observations, assessment, planning and evaluation. All staff are involved in this; they also demonstrate a real understanding of the early learning goals. Since the implementation of the Early Years Foundation Stage framework, the management and staff have worked together to put into place a highly effective key-person system. The development of which, ensures that all children's learning objectives are met.

Planning is well balanced. It gives the children chance to be involved with their learning through first hand experiences, as well as adult-led activities that challenge and inspire them. An example of this is the unique way the Chinese New Year festival was introduced to the children, making it a real learning experience. They listened fascinated while the story of the Chinese Emperor, Jade, was told and how the 12 signs of the oriental zodiac were chosen. Children took part in the story using stick puppets of the animals as they swam across the river racing to be the first one. They designed and built a large Chinese dragon out of cardboard boxes. While young children and babies relished in the chance to create a collage of a tigers face, using glue and 'tiger' coloured paper. They listened to music played on oriental instruments and squeezed cooked noodles through their fingers.

Children's starting points are established on entry into the nursery. Information is gathered from parents and through detailed observations of the children, in which staff have attended training courses. Children's progress is tracked, shared with parents and monitored against the early learning goals. Children and babies delight in choosing their own activities and taking part in the planning of the routine. They are becoming independent learners and developing many skills such as Information, Communication, Technology (ICT) skills, communication and language skills, good social skills where they are able to work together as a team to produce an end item, such as a Chinese dragon. All rooms give children the chance to help themselves to toys and resources; babies explore their surroundings stopping frequently to look at themselves in the large wall mirror, toddlers help themselves to toys from low level shelving units and staff allow the older children the flexibility to choose how and when resources will be used.

Children are extremely well behaved. Staff sensitively handle any minor disagreements immediately, using the 'golden rules' as a reminder of the effect their behaviour has on others. Staff promote a positive approach to managing behaviour, to which children respond very well. Staff treat children with respect and are good role models which increases children's self-esteem.

Children's health and safety are promoted exceedingly well. They learn the basics

of healthy living through regular routines such as washing hands after being outside to play. Pictorial reminders are spread around the bathroom so that children can see the best way to wash and dry their hands. Children learn to prevent the spread of infection by appropriate use and disposal of tissues. During term-time children are provided with a two hot meals each day, cooked and prepared in the nursery kitchen. In the holidays, children have a packed lunch and light tea; water is readily available at all times. Snacks are healthy; they tuck into fruit, toast, crackers and cheese from a varied menu. It is a social time organised by staff and part of the nursery routine. However, as part of their growing independence limited opportunity is set aside for children to prepare the food themselves or choose the time they wish to eat their snack.

Playing and exploring outside is part of the children's learning; not only to appreciate the countryside, identifying birds, but also to use the wide-open spaces to run around. Extra curricular opportunities are provided for children each week, such as fun exercise helping them to learn that keeping fit can be enjoyable. Children are taught to keep themselves safe. Indoors, they tidy away toys from the floor and learn to walk up and down the stairs safely when going out to play. Outdoors, they learn the boundaries when using the public field. Fire drills are carefully explained to the children, they are aware of how to leave the building carefully.

The skills that children are learning in order to prepare them for the future are highly innovative. They have the chance to learn about how to use information technology, such as computers and programmable toys; they go hunting for 'treasure' with metal detectors; they take part in a bird watch programme using resources such as binoculars and cameras, making a note of birds they have spotted while out walking in the field. Children cook and enjoy imaginative play in a well- resourced home corner. They learn about how the body works through activities which highlight the importance of making healthy choices. All this is a result of the input provided by qualified and experienced staff.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **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