



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY234878

DfES Number: 538489

INSPECTION DETAILS

Inspection Date 24/02/2005
Inspector Name Caroline Bishop

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Pumpkin Patch
Setting Address 109 New Church Road
Hove
East Sussex
BN3 4BD

REGISTERED PROVIDER DETAILS

Name Miss Anita Dawn Hotton

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Pumpkin Patch Day Nursery is situated in Hove, close to the seafront, and is based in a large detached house. It is registered to take up to 45 children aged from three months to five years, and is open on weekdays from 08.00 to 18.00. The nursery is privately owned and the owner has another nursery situated in Brighton.

The nursery is made up of the Baby Unit for children from three months to two years, the Toddler Unit for children from two to three years and the Pre-School Room for children from three to five years. There is a safe, secure rear garden with an outdoor climbing frame. There are currently 26 three- and four-year-olds in receipt of nursery education funding, all of who are in the Pre-School Room. The day-to-day running of this class is managed by a co-ordinator and three other members of staff, all of whom have appropriate qualifications. The nursery supports children with special educational needs and those who have English as an additional language.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Provision for nursery education at Pumpkin Patch Nursery is of high quality and children are making very good progress towards all the early learning goals.

The quality of teaching is very good. Staff are attentive, have very good relationships with children and have positive attitudes, which motivate children. They explain clearly, listen to children's ideas and promote children's self-esteem with praise and encouragement. Good questioning techniques are used which encourage children to use their thinking skills to solve problems, and staff plan targets for individual children which helps to extend their learning. Staff use very good strategies to promote good behaviour, and give clear explanations that help children understand what is right and wrong, and why. An effective assessment system is in place, which gives a clear picture of development in all areas of learning, and is used to plan the next steps in learning. Teaching supports children with special educational needs and English as an additional language.

The leadership and management are very good. There are clear aims and good structure, and the nursery is committed to improvement. Staff share ideas and successful teaching strategies, assess strengths and identify possible changes or improvements to the nursery, and all staff regularly attend training which gives motivation for new ideas and keeps staff up to date. Teaching is monitored and reviewed regularly to identify strengths and new targets for development.

The partnership with parents and carers is very good. Parents are welcomed into the nursery and share information about children's achievements and interests. Parents know what children are learning and are invited to visit to share their expertise and knowledge, although they are not often given suggestions of how to help their children continue learning at home. Consultation evenings and regular written reports keep parents informed of children's development overall.

What is being done well?

- Children have very good relationships with each other and with staff. They enjoy each other's company, share experiences happily, co-operate very well and help each other.
- Children develop very good independent skills. They are expected to do things for themselves, are given time to explore and are encouraged to become increasingly self-sufficient as they use a range of tools in their play and for useful purposes.
- Children develop very good language and communication skills. They talk fluently, listen to each other, describe their feelings and express their own ideas confidently.

- Children behave very well. They are polite, respond to direction from staff, learn to handle equipment carefully and develop consideration for others. Staff ensure children do not dominate favourite activities and encourage children to respect the work and views of others.

What needs to be improved?

- detail in daily plans to guide staff on how to extend skills in more able children
- information for parents on how to support children's learning at home.

What has improved since the last inspection?

Not Applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, concentrate very well and are keen to demonstrate what they know. They have very good relationships and co-operate very well as they share equipment and take turns. Children are polite and behave very well. They listen to staff, handle equipment carefully and help each other. Children are able to choose their own activity, collect equipment for themselves, use tools for craft and to make sandwiches for snack time, and persevere to overcome difficult tasks independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk fluently to each other and to staff, share experiences and describe what they are feeling and thinking. They learn letter shapes and sounds and recognise their names, and older children show interest in reading other names and start to use their phonic knowledge to recognise words on the calendar. Children use writing materials confidently and freely making 'shopping lists' in role-play, and older children write legible words to name their work and to make labels around the room.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children practise counting, matching quantities and comparing numbers. They are becoming aware of how numbers can change and what happens when objects are added or taken away from a group. Children concentrate and listen well, and respond to questions, using their thinking skills to solve problems. Children match and compare objects, practise sorting according to different criteria, explore shape and size and investigate pattern and symmetry. Some plans lack challenge for older children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children find out about living things, enjoy handling objects collected on the interest table and learn how substances change when mixed or heated. They develop independent skills using the computer and talk about how to make improvements as they build models. They are becoming aware of changes in time, learn about the local community and talk about places they have been. Children celebrate cultural events and learn respect for events celebrated by cultures outside their immediate experience.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently inside and out, showing good control and co-ordination doing circle games and action songs. They co-operate well sharing space, and use the outside area regularly for a range of activities. A variety of equipment is used to practise skills including climbing, balancing, throwing and catching, and staff plan targets to extend children's skills. Good hand-eye co-ordination is developed as children use their hands in different ways, and handle tools independently.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children use paint freely, experiment with mixing colours, use different painting and printing techniques and use their own ideas to represent specific ideas. Children move in response to different sorts of music, and experiment with sound, choosing instruments that make appropriate sounds to illustrate songs and stories. They are enthusiastic in expressing their feelings as they feel different substances and textures, and use their own ideas freely and imaginatively in all activities.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the use of daily plans to show how more activities could be adapted to provide greater challenge for more able children
- the information for parents on how they could support their children's learning at home.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.