



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN** 402106

**DfES Number:** 518344

### **INSPECTION DETAILS**

Inspection Date	19/02/2004
Inspector Name	Janette Elaina Langford

### **SETTING DETAILS**

Day Care Type	Full Day Care
Setting Name	Pumpkins Day Nursery
Setting Address	49 Papenburg Road Canvey Island Essex SS8 9NZ

### **REGISTERED PROVIDER DETAILS**

Name	Gail Boland
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## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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

Pumpkins Day Nursery opened in 1993. It operates from three main rooms in purpose built premises on Canvey Island. The nursery mainly serves the local area.

There are currently 70 children from birth to under eight years on roll. This includes 14 funded three year olds and 10 funded four year olds. Children attend for a variety of sessions. The setting currently supports a small number of children with special needs but there are no children currently attending who speak English as an additional language.

The group opens five days a week all year round from 07:30 until 19:00. The nursery offers full day sessions, or from 09:00hrs until 17:00hrs, 09:00hrs until 13:00hrs or 13:00hrs until 17:00hrs.

Five part time and nine full time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP)

### How good is the Day Care?

Pumpkins Day Nursery provides good care for children. The setting employs experienced, motivated staff who work well as a team and are keen to attend training. However the Officer in Charge still awaits training to meet the requirements of the National Standards. The setting is well organised and staff have their own roles and responsibilities. The premises offer a suitable environment for the children, is welcoming and well maintained. Documents are kept safe and are consistent with the National Standards.

Staff are generally aware of safety issues although the procedure relating to hot drinks needs reviewing in practice. The premises are secure, with effective systems for the safe arrival and collection of children. The staff promote healthy practices and take appropriate measures when children are ill. An experienced cook provides a

nutritious menu and records are kept of baby's food intakes. Children are given opportunities to appreciate our similarities and differences through activities, resources and a positive attitude from staff. There are suitable procedures in place to ensure that any concerns regarding children are dealt with appropriately.

The staff use the guidelines from 'Birth to Three Matters' to help them plan a balanced range of activities for children under three. All the children attending are provided with play opportunities to help develop their skills. The SENCO works closely with the parents and other professionals to ensure that children with special needs are able to reach their full potential. Staff have high expectations of behaviour and children behave well.

Parents are kept well informed about their child and are given the opportunity to share extra information with staff that might help their child to feel more comfortable in the nursery. Staff are keen to talk to parents and find out more about the children and their homes and share information what the children have been doing in the nursery with them.

#### **What has improved since the last inspection?**

At the last inspection the setting was required to:

provide activities and play opportunities that encourage children to be independent. Children now help to tidy up, pour their own drinks, choose when to have snack and can choose floor and table equipment for free play for example.

There were several issues regarding documentation policies and procedures including: devising a procedure for lost or uncollected children; including the management of bullying in the behaviour policy; maintaining a record of babies' food intake; including the details of Ofsted in the complaints policy.

All of these issues have been addressed.

The setting was required to ensure that staff actively promote equality of opportunity and anti-discriminatory practice for all children. This has been discussed amongst staff and implemented.

The Officer in Charge was asked to produce an action plan as to how she would meet a level 3 qualification, which she sent to Ofsted and continues to pursue with the EYDCP.

The setting was required to produce an action plan detailing how staff would implement grouping of no more than 26 children in one room. The room now has dividers and operates as two separate rooms.

Issues relating to keeping the garden safe at all times have been addressed.

#### **What is being done well?**

- Stimulating activities are provided for the children aged under two years, including messy play such as painting and play dough. The staff promote exploration through heuristic play with a large treasure box. Other activities include threading cereal hoops on red liquorice laces and playing with bubbles.
- Children are provided with a healthy and nutritional diet which includes fresh fruit and vegetables. They are encouraged to try new foods and are given choices within the guidelines set by parents. Drinks are available throughout the day and more able children can help themselves to water from a water dispenser.
- Staff introduce children to different cultures through stimulating and interesting activities, eg. for Chinese New Year some children created a large Chinese dragon from re-cycled boxes and materials which was used for a dragon dance. Children also ate noodles with chopsticks, copied Chinese lettering with black paint and danced with streamers.
- Children behave very well. They stop and listen when necessary and understand some rules such as taking turns by using a timer. The children are eager to help tidy up and help the younger ones.

#### What needs to be improved?

- the level of qualification for the Officer in Charge so that it meets level 3 requirements
- safety procedures, to include the practice relating to adults carrying hot drinks in the playroom

#### Outcome of the inspection

Good

#### CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### WHAT NEEDS TO BE DONE NEXT?

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
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1	Ensure the level of qualification for the Officer in Charge meets a level 3.
6	Review the safety procedures relating to adults carrying hot drinks in the playroom.

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

### How effective is the nursery education?

The provision for nursery education at Pumpkins Day Nursery is good. It enables children to make very good progress towards the early learning goals in most areas of learning and generally good progress in mathematical development and physical development.

Teaching is very good. Staff know when to question children and listen to them carefully, extending their learning into different directions to challenge them. Staff demonstrate their skills and patience in meeting the needs of individual children. Planning is very clear and takes account of individual learning plans for all children. It shows differentiation and links into the stepping stones. Staff identify gaps in the curriculum and have plans to address them. Any changes to the daily practice are carefully evaluated to assess the benefits.

Leadership and management is very good. The registered person and officer in charge work well together to provide a stable and well organized setting. They are able to assess the strengths and weaknesses of the provision by their 'hands on' approach and working alongside the staff. They successfully delegate some responsibilities to staff but oversee the effectiveness of the provision for nursery education. They show a positive attitude to the improvement of care and education for all children.

Partnership with Parents is very good. Staff work hard to build up good relationships with parents and provide good quality information about the setting and the curriculum. Parents are kept well informed about their child's achievements and progress through both verbal and written reports. Staff encourage parents to share what they know about their child through discussion and questionnaires and are encouraged to continue with their child's learning at home by looking at specially prepared activity sheets.

### What is being done well?

- Children are given opportunities to develop their independence. This includes pouring their own drinks, serving snacks, sweeping up sand, cleaning tables and helping younger children.
- Staff seize opportunities to extend children's understanding of nature. A breezy day is seen as an opportunity to discover how things move around in the wind e.g. using feathers and streamers.
- Children use their imagination well, sometimes as a result of a recent activity. For example, a small group of children spontaneously began to draw detailed maps talking to each other about where they might lead. The children took their maps and pretended to follow them around the room looking for treasure, giants and dinosaurs.

- Practical learning opportunities are provided during routine activities to increase children's understanding of how their bodies work. Staff get children to rub their hands together to make them warmer for example.

**What needs to be improved?**

- the use of practical, everyday activities to increase children's understanding of simple calculation and problem solving
- the opportunities for children to use equipment to develop their larger physical skills indoors, when the garden is out of bounds

**What has improved since the last inspection?**

The setting has made generally good progress since the last inspection.

A maths area has been established where children have better access to mathematical resources during free-play sessions. Staff are developing their skills through regular monitoring and subsequent training.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have high self esteem, are very confident and are developing their independence. They demonstrate a sense of trust with adults and readily ask for help, having usually trying out things for themselves first. At 'tidy up time' children enjoy helping. They take initiative and co-operate with each other to complete the task. Children take turns and behave very well. They know the simple rules and the reasons for them, eg. wearing shower caps to protect their hair when playing in the sand.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language confidently, initiate conversations, swap ideas and make their needs understood. They are eager to increase their vocabulary and enjoy using new words. Children sometimes narrate a story in small world play or explain roles to one another. Books are seen in various areas of the room as well as in a designated area and children understand that words carry meaning. Children are interested in writing and mark making to record their names and sometimes their ideas.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children say and use numbers in a familiar context. Some count reliably up to ten and beyond. There are numbers displayed around the room and a maths area. Children show less interest in calculation and some opportunities to extend learning through everyday activities are missed. Children are able to describe and recognise shapes in their environment and in programmes on the computer. They are beginning to use some positional language and are introduced to measuring and weighing activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing a knowledge and understanding of the world around them. They investigate changes in nature, and explore how things work through practical experiences. Children are learning about the uses of ICT and most children can operate a simple programme on the computer. Children are excited by using their senses and can accurately explain the textures of things. Children are provided with stimulating activities to help them appreciate different cultures.



<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children move confidently and can manage some intended movements by copying staff. During the activities to encourage bending and stretching, children negotiate the space available, avoiding obstacles. However there are fewer daily opportunities for balancing and developing some larger physical skills, particularly if they cannot get out into the garden. Children develop good hand-eye co-ordination through planned activities such as sewing, and general manipulation of small equipment.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children enjoy using their imagination and are given opportunities to develop it well. There are props provided to encourage role play and explore both real and imagined experiences. Children have many opportunities to paint or create artwork using a variety of media and materials, and their work is displayed well. Children enjoy singing and have some opportunities to use musical instruments and express their own ideas through dancing.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES**

- provide practical, everyday activities to increase children's understanding of simple calculation and problem solving
- provide opportunities for children to use equipment to develop their larger physical skills indoors, when the garden is out of bounds

*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.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*