



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY236710

DfES Number: 538643

INSPECTION DETAILS

Inspection Date	26/01/2004
Inspector Name	Catherine Hill

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Pumpkin Patch
Setting Address	129 Albert Street Fleet Hampshire GU51 3RP

REGISTERED PROVIDER DETAILS

Name	Pumpkin Patch
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ORGANISATION DETAILS

Name	Pumpkin Patch
Address	129 Albert Street Fleet Hampshire GU51 3RP

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

Pumpkin Patch Day Nursery opened in October 2001. It is privately owned and operates from a detached house close to the town centre of Fleet. The nursery accepts children from three months to five years. The under two's use two rooms on the ground floor and the over two's use three rooms on the first floor. A separate ground floor room is used for meals. There is also an enclosed garden available for outside play.

There are currently 36 children on roll. This includes seven funded three year olds and one funded four year old. Children attend for a variety of sessions. There are no children currently attending with special needs or who speak English as an additional language.

The nursery is open Monday to Friday from 08:00 to 18:00 for 51 weeks of the year.

Six full-time and three part-time members of staff are employed. This includes the manager, who is supernumery, and the cook. All staff are well qualified and have a commitment to ongoing professional development.

How good is the Day Care?

Pumpkin Patch Day Nursery provides good quality care for children.

Well qualified and experienced staff work effectively together to provide a stimulating, well resourced setting for children's care and learning. A clean, warm and welcoming environment is provided with bright, colourful displays of children's work, educational posters and early years information. Extensive documentation supports practice although some lacks necessary detail.

The nursery has a high regard for health and safety. Risks assessments are in place and regularly reviewed and a member of staff remains in the room with sleeping children. Staff act as positive role models and teach children good hygiene practice. Children are developing independence in this area and use tissues and wash their

hands as appropriate. Children's dietary requirements are well met. They are provided with a varied, balanced diet having regard to any special dietary needs. Suitable procedures are in place in the nursery to deal with any child protection concerns.

Staff provide children with a range of activities and resources to help them progress in all skill areas whilst having regard to their individual needs. Children are happy and relaxed within the nursery and enjoy their play. They readily approach staff who sensitively support and encourage them throughout sessions. High expectations are set for behaviour and children are gently reminded of how to behave positively. Children have excellent manners and play co-operatively with others.

Partnership with parents is good. Regular information is shared with parents about nursery practice through newsletters and information displayed. Staff share information with parents daily regarding their child. Parents are happy with the setting and care provided.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Organisation of the nursery is very good with relevant documentation supporting practice. Staff are aware of their roles and responsibilities and work well together as a team. Children are cared for in a stimulating, supportive setting.
- Care, learning and play is good. Caring relationships are established between staff and children. Staff take a continual interest in children and encourage them with their development. Children are happy and confident and enjoy their play.
- Staff have a high regard for health and safety within the nursery. Risk assessments are maintained in each room and regularly assessed. Children are able to relax and learn within a safe, secure setting where they are taught good hygiene practice by staff.
- Children's dietary requirements are well met. They have regular access to drinks and are provided with a varied range of healthy, balanced meals.
- Partnership with parents is good. Parents are kept well informed about nursery practice and their child's minded day. Children benefit from the positive relationship between their carers.

What needs to be improved?

- documentation to include: a written lost child policy, full staff names and arrival and departure times to be entered in the register, full dates to be entered in medication records, Ofsted's details to be included in the

complaints policy and contact numbers to be included in the child protection policy.

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
14	ensure all necessary detail is maintained in documentation relating to registration, medication, complaints and child protection and that procedures are detailed on how staff would deal with a lost child.

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

How effective is the nursery education?

Pumpkin Patch is an acceptable provision and of good quality overall. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have high expectations of children with regard to behaviour and manners. Children, as a result, have excellent manners, behave well and show consideration for others. Staff use a range of teaching strategies throughout the day to effectively encourage and promote learning. They have good relationships with children and treat them with sensitivity and kindness. Children are happy and relaxed and able to learn in a supportive environment where they are listened to and their efforts valued. Opportunities for imaginative and creative development are, however, limited, as children do not have free daily access to resources to enhance progression in these areas. Observation and assessment records are well maintained and shared with parents. Each child has an individual learning plan, which is regularly updated. Planning does not show differentiation within activities or indicate clear stepping stone links to progression. The nursery has identified this as an area for improvement and staff are working towards an improved planning system.

Leadership and management is very good. Assessment of nursery practice is ongoing to ensure continually improved practice and staff have a commitment to ongoing professional development. Annual development plans are in place showing where improvements have been made and further areas for action. The nursery is well organised with detailed supporting documentation to support practice.

Partnership with parents is very good. Regular and detailed information is shared with parents on nursery practice. Parents are encouraged to be involved with their child's learning and are welcomed into the nursery to share knowledge and skills. Parents are positive in their praise of the setting and its staff.

What is being done well?

- Children's personal, social and emotional development is excellent. They are confident, happy, well behaved and very well mannered. They show consideration for others and work co-operatively together.
- Partnership with parents is very good and contributes to children's progress. Parents are well informed about nursery practice and share information about their child.
- Leadership and management is very good. The nursery is well organised to provide a safe, stimulating learning environment for children.
- Staff are skilled in the use of a range of teaching strategies to ensure children's knowledge and skills are extended. Children benefit from the

constant support and encouragement given to them.

- Children's interest and enjoyment in literature is well fostered. Staff regularly share books with children and use questions to stimulate thought and discussion during storytime.

What needs to be improved?

- opportunities for children to develop free creative expression using a range of different materials
- opportunities for children to practise writing for a variety of purposes
- planning records to show how activities will be differentiated to meet differing ability levels and to clearly show the stepping stones to be focused on in relation to individual children's needs.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's behaviour is good. They are very well mannered and show consideration for others. Staff act as positive role models providing a calm atmosphere for learning. Children's independence skills are well developed. They are able to attend to personal hygiene, put their own coats on and feed themselves using appropriate utensils. Children have good relationships with staff and each other. They play well together and patiently wait their turn when, for example, playing number games.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are fluent, articulate speakers and engage easily in conversation with each other and adults. Their skills at linking sounds to letters are good and staff reinforce phonic knowledge during everyday activities. Children enjoy looking at books and listening to stories. They understand that print carries meaning and are beginning to recognise repetitive text within books. Their writing skills are developing but there are limited opportunities to practise writing for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are confident with numbers and counting. They count confidently to ten and some can count beyond twenty. Staff take most opportunities to encourage children to reinforce number skills throughout daily activities. For example, counting how many skittles have been knocked over during outside play. Children have an understanding of position and are able to use associated language appropriately. They are familiar with basic shapes and are able to name and match shapes correctly.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Staff plan a range of activities to develop children's knowledge of the wider world. For example, children learn about the culture of China during topic work based around the Chinese New Year. Children's sense of time is well developed. They are able to remember things they did last winter and know the sequence of the days of the week. They also have planned opportunities to look at their own time line. Daily opportunities for developing designing and making skills are, however, limited.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently and safely throughout the nursery setting. They display good co-ordination, body control and awareness of space and others. For example, when using the stairs and outside wheeled toys. They are aware of their bodies and needs. For example, pouring themselves a drink when their throat hurts. Staff take opportunities as they arise to reinforce good health practice. There are, however, limited daily opportunities to use a range of small equipment and malleable materials.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children enthusiastically sing songs and are able to match actions to the words. They are aware of their senses and respond confidently to what they experience. They use their imagination well when engaged in play. For example, they make birthday cakes with fuzzy felt, speak on the play phone to friends and pretend the outside playhouse is a fast food restaurant. Opportunities for free creative expression throughout sessions are, however, limited.

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

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 children with daily opportunities to develop their imaginative and creative skills through a range of varied well resourced activities
- develop staff skills in the recording of differentiation and stepping stone achievement levels to improve and enhance planning.

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.