

Pumpkin Patch Pre School

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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*.

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Description of the setting

Pumpkin Patch Pre-School took over the established pre-school and was registered in 2011. The children have access to the church hall for their play and a rural outdoor environment in Mattingley. The setting is registered on the Early Years Register to care for a maximum of 18 children in the early years age range. There are currently 32 children on roll and 21 children are in receipt of nursery education funding. Sessions are Monday to Friday from 9am to 12 noon and 12 noon to 3pm, term time only. The setting is closed on Friday afternoons. Children may stay for lunch, attend morning or afternoon sessions, or stay for the day.

The staff team includes six staff with appropriate early years qualifications ranging from level two to Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and making good progress in their learning and development because the enthusiastic staff team provide a welcoming and stimulating environment. Generally good care is taken to promote all aspects of children's learning. Welfare, health and safety needs of children are respected well. Children's overall needs are met effectively as good partnerships are in place with parents and others involved in their lives. All the required records, policies and procedures are in place and the setting is well organised. Self evaluation is used very well to reflect on the service offered and identify further developments that will benefit the children.

What steps need to be taken to improve provision further?

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

- provide more materials and opportunities for children to use writing in their play and create purposes for independent and group writing

The effectiveness of leadership and management of the early years provision

Staff demonstrate a robust knowledge and understanding of safeguarding issues and information is displayed to encourage parents to recognise safeguarding responsibilities. All staff are clear about the procedures to follow in the event of any concerns being raised about a child. Staff and children are very vigilant of people approaching the setting and sign-in procedures are followed for children and visitors. Risk assessments and daily checklists are completed to ensure all areas of the nursery are safe. Systems to recruit staff are robust, ensuring those

who work with children are safe to do so. The team work well together and demonstrate a genuine affection and interest in the children in their care.

Excellent use is made of all the space available both indoors and out to provide a fun and interesting environment. Staff ensure children make best use of the unique rural environment they are in, enabling them to move freely between the indoor and outdoor environment throughout the day. Staff are vigilant to the children moving between the environments and ensure there are always sufficient adults to supervise effectively. The broad range of attractive age appropriate good quality toys and equipment are stored and displayed effectively, enabling children to make independent choices in their play.

Resources and activities provide positive images of cultural diversity, providing children with opportunities to learn about the wider world. They also play an active part in the local rural community, visiting the local church and farm. The comprehensive information gathered from parents enables staff to develop a good understanding of the individuality of each child.

The setting has developed a strong partnership with parents. Parents' notice boards provide access to lots of good quality information about childcare issues and a regular newsletter is provided. Parents have access to their child's records and are encouraged to discuss progress and development. They state that their children love being in the nursery as it is friendly and welcoming. They report staff to be caring and sensitive to children's individual needs and always enthusiastic. Strong links are in place with the local school and teachers visit the setting to ease transition. Activities are planned in the term before children leave to increase awareness of school and encourage the independence skills that help to make transition easier. Staff liaise closely with the local authority and childcare professionals and there are effective systems in place to share information about children's learning and development with other early years settings which children may attend.

The staff team meet regularly to discuss and review practice. These regular meetings enable staff to work together to make plans for meaningful development in aspects of the service where it is most needed. The staff work together to self-evaluate and attend training to update their skills. The setting also works regularly with the local authority to improve practice and support staff.

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

Children arrive happily and confidently separate from their parents, indicating they are very happy and secure in the setting. This sense of security enables them to make the best of the opportunities available to them and enjoy every minute. They learn about safe behaviours, such as what to do in an evacuation drill through regular practices. Children's health is supported effectively as they learn about healthy lifestyles through discussion and activities. Children in this setting are physically active, they climb, balance, and dig in the attractive outdoor

environment. They understand and carry out hand washing routines enthusiastically before snack time and enjoy the healthy snacks of a variety of fruits and bread sticks. Drinks of water and milk help to ensure they do not become dehydrated. A 'nose blowing station' is used effectively to encourage children to develop their nasal hygiene skills. Opportunities for plenty of physical activity in the fresh air enables the children to develop their senses and awareness of their own bodies which increases a feeling of well-being.

Staff develop a good knowledge of each child through conversations with parents, written information from parents and also regular observations of the children. Photographs and observations of the children indicate they undertake a variety of activities which encourage all aspects of development and staff encourage progress well. Staff have identified progress records as an aspect for further improvement and are implementing an additional system to enable them to easily identify progress children make in each area of development.

Children talk about size, shape and position as they sort different sized bears independently, use puzzles and search for creatures in the sand. They show awareness of quantity as they talk with the adult about the fruit on their plates. Opportunities to see the written word are abundant around the room and children competently recognise their own names. They have opportunities to make marks to encourage early writing skills although this is not currently promoted sufficiently in all areas of the play environment. Good quality fact and fiction books are easily available to support learning around the playroom and in the attractive book area. The books are displayed showing their covers to encourage children to use them. Parents participate in story sessions where they are invited to read to the children. Children enjoy this experience which sometimes happens outdoors in the fresh air. Staff demonstrate good conversational skills with children. They listen attentively, model language and ask open questions which encourage children to think and recall events. Children learn about the natural world as they grow items in the garden. They are currently waiting for seedling potatoes to sprout before they plant them. They look, talk about and experience the changing weather and seasons, increasing their knowledge of the natural world. They have opportunities to use interactive items and computer technology in their activities. Children paint and create their own pictures, they also enjoy using water and paintbrushes to paint items such as the pirate ship in the garden. This spontaneous activity demonstrates how the children independently work together and cooperate to achieve a task. They enjoy combing and brushing hair in the 'hairstylist's' and demonstrate increasing dexterity as they fasten bands and bobbles in the hair. Staff provide the stimulating environment and are skilful in their interactions, encouraging, praising, extending and challenging the children to extend their skills further.

Children behave exceptionally well. They are busy and interested in all that is going on around them. They learn to listen to others and to be listened to in return. They are co-operative and sociable in their play with both play-mates and adults. Activities such as story time and snack time encourage these important aspects of their development. They use good manners and demonstrate increasing awareness of the need to care for the resources and behave responsibly.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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