

# Pumpkins Preschool

Wraysbury Baptist Church, 12a High Street, Wraysbury, STAINES-UPON-THAMES, Middlesex, TW19 5DB

## Inspection date

Previous inspection date

14/10/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Staff provide a stimulating environment where children can choose freely to play and learn inside or outside.
- Staff work closely with parents and carers sharing information about their children's progress to help plan the next steps in children's learning and development.
- Children make good progress in their learning because staff have a clear picture of children's development.
- Staff show a genuine interest in what children are doing and as a result children are keen to engage them in their play.

### It is not yet outstanding because

- Staff do not fully support children's independence in practising early writing skills and writing for a purpose.
- When working with children in large groups, staff do not always give children sufficient time to process their thoughts and ideas before moving on.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The Inspector spoke to several parents to gain their views.
- The inspector completed a joint observation with the manager.
- The inspector observed staff and children in the hall and outdoor area and spoke to staff at different times during the inspection.
- The inspector spoke to the manager at a convenient time to discuss practice.
- The inspector viewed a range of documentation including policies and procedures, staff files, children's records and progress records.

## Inspector

Lorraine Sparey

## Full Report

### Information about the setting

Pumpkins Preschool is one of two provisions run by a private partnership. It registered in 2013 and operates from the community hall within Wraysbury Baptist Church, Wraysbury, Middlesex. It is open each Monday, Tuesday, Thursday and Friday from 8.30am to 1.30pm during term time. The preschool is in receipt of funding for the provision of free early education to children aged two, three and four. There are currently 13 children on roll and all of these are in the early years age range. The preschool is registered on the Early Years Register, compulsory part of the Childcare Register and the voluntary part of the Childcare Register. There are three staff who work with the children including the manager, of these, two hold relevant early years qualifications and the other member of staff is currently training.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- give children time, during large group activities, to think about questions and give their views and ideas
- encourage children to practise writing for a purpose by, for example, writing their own names on their work.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children make good progress in their learning and development given their starting points. Staff gather information from parents about children's likes, preferences and what their children can do at home. Staff complete observations and use the children's interests to plan next steps to extend children's learning. For example, children show an interest in birds. Staff create laminated photographs of different birds. They provide feeders to attract birds, and binoculars to help children gain a clear view. Children excitedly match the bird they are viewing to the laminated picture.

Children make collages using a wide range of materials such as felt, tissue paper, glitter and shiny shapes. They listen to the story about a brightly coloured fish and then create their interpretation. These pictures are displayed on the wall to promote children's sense of achievement and build their confidence and self-esteem. In general staff use effective teaching methods to help children make the most progress. However, on occasions staff

ask children several questions in a short space of time and do not always give the children the opportunity to reflect and process the question and give an answer. Consequently, at times, some children miss out on sharing their ideas.

Children thoroughly enjoy using the well-resourced outside play area. Staff support children's independence by encouraging them to choose when they want to play inside or outside, and what they play with. Children write and make marks in the compost, sand and with paint and crayons. However, at times staff automatically write children's name on their creative achievements. Consequently, this does not encourage children to practise writing for a purpose at every opportunity and to take a pride in, and ownership of, their efforts. Children's communication and language is developing well. The pre-school is well staffed. This means that children have more opportunities to work with staff and take part in conversations on an individual basis or in small groups. During role play a member of staff notices children are enjoying playing with pasta and scales. She engages children in talking about the texture and suggests adding dried rice. This leads to lots of conversation with the children. One member of staff sits with two children and extends their learning by encouraging them to talk about the different animals and what sounds they make. Children show obvious enjoyment as they are keen to share their ideas. Staff also use these opportunities to promote children's early mathematical development counting the different numbers of sheep and pigs. Some children start to recognise different shapes. A child says 'Look I got a blue oval'. The member of staff praises saying 'Well done, that's right'.

Children are encouraged to be independent in their personal care and make choices in their play and learning. Children confidently put on their coats as they go outside to play. They listen and follow an instruction, which helps prepare them well for the next stage in their learning or the move to school. Staff have good systems in place to enable them to complete the progress check for children aged two years.

### **The contribution of the early years provision to the well-being of children**

Children build secure relationships with their key person and the other staff and children. The group is quite small, which enables all staff to work closely with all the children. Consequently, staff know the children's individual needs well and are able to effectively meet them. For example, a parent explains her child is currently being toilet trained. Staff immediately work closely with the parent and child to successfully support this process. Children learn how to keep themselves safe. Staff encourage them to hold the rail as they go down the steps and to wipe the rain from the equipment to avoid slips and falls. Children excitedly use cloths to wipe the slide and steps and staff acknowledge this by saying 'Well done, we don't want you to fall'. Children are involved in practising the evacuation procedure to enable them to become familiar with what to do in an emergency. The premises are secure and children can move safely around them.

There is a wide range of equipment, covering all areas, to promote children's choices in their play. Staff use the equipment to extend children's learning and provide them with sufficient challenges. For example, children choose to construct using blocks. A member of

staff provides different pictures of Big Ben, different shaped houses and castles to provide children with opportunities to see a range of constructions. This helps motivate children to try and build different models.

Children follow good hygiene routines. They know when and why they wash their hands and the importance of making sure that germs are washed away. Children benefit from healthy and nutritious snacks, which the chosen child who is the 'daily helper' helps prepare. Children bring their own packed lunch and staff sit with the children to encourage good manners and talk about the children's morning, effectively promoting children's social skills. Children behave well and show consideration to others. They are keen to involve adults in their play while being independent and developing their own ideas. Staff provide positive role models in the way they speak to the children and regularly praise children's achievements, however minor, to support children's confidence and build their self-esteem.

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

Management and staff demonstrate secure knowledge of all requirements of the Statutory Framework for the Early Years Foundation Stage. Management and staff understand their responsibility to protect children from harm. They know the procedures to follow if they identify areas of concern with regard to children's welfare. All staff are encouraged to attend training on a regular basis to keep their knowledge updated and to learn and implement new ideas to help promote effective outcomes for children. There are clear policies and procedures in place to help staff and parents understand role and responsibilities. Staff complete detailed risk assessments, which are reviewed on a regular basis to help the staff to provide a safe and secure environment. Visitors sign in a visitors' book and staff record theirs and the children's attendance in the register. As a result there is a clear record of who is on the premises at any given time. There are good recruitment and vetting procedures in place to ensure management appoint suitable staff. The induction process, regular meetings and annual appraisals contribute to staff's ongoing suitability and provide opportunities for staff and management to identify suitable training. Management are keen for staff to update their skills to improve the care and education provided for children.

There are good systems in place to monitor and evaluate the provision for children's learning and development. Children have an individual record of their starting points and progress. This allows management to track children's learning to make sure each child makes optimum progress given their learning styles and abilities. There are opportunities for parents and children to be involved in the decision-making. Their views are taken into account through informal discussions. Management intends to introduce an annual questionnaire, for parents to complete, to enable management and staff to reflect further on aspects of the provision they do well and those they need to improve.

Management and staff build good relationships with parents and carers. They provide them with good quality information about the service they offer and how parents can be

involved in their children's learning. For example, taking their child's learning record home, identifying their children's achievements and supporting their learning at home and talking with their child's key person. Parents report that they are very pleased that staff listen to what they know about their children and use this as a basis to help children make progress. They state that staff are good at communicating and they are pleased with the progress their children are making.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY460579
<b>Local authority</b>	Windsor & Maidenhead
<b>Inspection number</b>	910273
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	13
<b>Name of provider</b>	Pumpkins Pre School Partnership
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07500 224 115

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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