

Pumpkin Patch Preschool

New Parks Boys Club, New Parks Boulevard, Leicester, LE3 9SB

Inspection date

Previous inspection date

20/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

| | |
|--|---|
| How well the early years provision meets the needs of the range of children who attend | 3 |
| The contribution of the early years provision to the well-being of children | 3 |
| The effectiveness of the leadership and management of the early years provision | 3 |

The quality and standards of the early years provision

This provision requires improvement

- Partnerships with parents are strong and positive. As a result, the parents can engage with their children's learning.
- Staff have a good understanding of safeguarding procedures and update their training regularly. Consequently, they know how to protect the children within their care.
- The manager has high aspirations to improve the pre-school. As a result, a wider variety of resources and a more challenging environment are available.

It is not yet good because

- Staff do not always provide the children with suitably challenging activities to extend their learning. Therefore, some children's progress is limited.
- The space available is not always resourced and used to its full potential, which means that children miss out on some learning opportunities.
- The monitoring of the delivery of the educational programmes is not fully effective. As a result, inconsistencies in staff practice have a negative impact on the children's learning.

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 observed activities in the room and outside area.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the pre-school and spoke to staff throughout the inspection when appropriate.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Victoria Pinney

Full report

Information about the setting

Pumpkin Patch Preschool was registered in 2013 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is situated in a community building in the New Parks area of Leicester and is privately managed. The pre-school serves the local area and is accessible to all children. It operates from one main group room and there is an enclosed area available for outdoor play. The pre-school employs three members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 and 3. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 12noon. Children attend for a variety of sessions. There are currently 28 children on roll who are within the early years age group. The pre-school supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the quality of teaching by ensuring that all staff have a thorough understanding of their key children and the Early Years Foundation Stage.

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

- strengthen the support for children's developing independence, for example, by continuing to develop the milk bar system
- implement the improvement plans set out for the pre-school, including the outside area and new resources, so children benefit from the space available

Inspection judgements

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

The pre-school staff have a basic understanding of the learning and development requirements, although their ability to promote children's learning is variable. Nevertheless, children are acquiring the basic skills they need for school or their next stage of learning. Staff collect information regarding the children's starting points from parents, along with observations and baseline assessments. However, these systems are not completely embedded so tracking of the children's progress is not fully effective. Educational programmes generally cover the seven areas of learning, although on occasions they lack a good level of challenge for the children. Staff have thorough action plans in place to improve the pre-school. These include the provision of more new

resources to include more self-select storage for toys to promote the children's independence, and training on the early Years Foundation Stage. Observations are carried out and supported with photographic evidence, although staff do not consistently use this information to monitor the children's progress. The pre-school staff complete a tracking document every three months, and from this children's next steps are determined. The opportunities for the staff to evaluate the daily sessions are minimal and any spontaneous learning is not always taken into account. The staff have sound knowledge on how to identify children who may need additional support. This is evidenced and recorded through observations and discussions with parents. They understand the importance of contacting relevant professionals to ensure that the children and parents receive the guidance that they need. Targets are put into place to ensure that those children receive the relevant support and continue to make progress.

Resources are set up on tables and the floor, allowing all children to access them. Activities cover the seven areas of learning and include pasta with weighing scales for mathematical development, sticking with the availability of different shaped-edge scissors for physical development and sand with different-sized buckets and spades. Children also have a large role-play area to aid imaginative play, which is currently set up as a shop, although staff state that this changes on a regular basis. Staff are conscious of where the children are playing and position themselves to ensure that the children are well supervised at all times. Staff are able to move to different activities when needed, for example, when children are using the sticking table and scissors. Staff support them and role model how to use the tools. Staff members are able to follow child-initiated ideas. For example, in the outside area, a child asks a member of staff to roll the ball to him and this then becomes a game for five children. The staff member encourages the children to name each other while rolling the ball. She is aware that some of the children involved in the game have speech and language delays. By using a game that they are interested in and role modelling the words, they are able to join in and repeat the names of the other children. The staff member holds the interest of the children for a number of minutes and encourages them to use eye contact and appropriate language. This helps to promote children's developing language and communication skills, at the same time as their physical coordination.

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

Staff provide a warm and welcoming environment for the children. A key-person system in place allows the children to form strong relationships. This helps them to feel safe and confident within the pre-school and ready to learn. All parents are able to identify their child's key person and have the confidence to approach them with any concerns or questions regarding their children or the pre-school. Children are confident to explore the pre-school and access the activities without support, while gaining security from knowing the staff are nearby. Staff use praise and encouragement throughout the session which children thrive on, promoting their self-esteem. A settling-in process is in place, and children and their parents are encouraged to attend the pre-school while in session to play. During this time, parents can ask any questions relating to the pre-school. At the end of each session, parents are given verbal feedback on their child by their key worker. Parents get information regarding the pre-school via a newsletter or on the parents'

display board.

Children feel relaxed and confident within the pre-school and know what is expected of them in terms of behaviour. Children are constantly reminded that they need to use their 'walking feet' inside and that there is no running inside. Children have the ability to move freely between outdoors and inside throughout the session to enjoy fresh air and exercise. The outdoor area is not currently being used to its full potential due to essential maintenance, so the space available is minimal. This means that children are currently missing out on a wider variety of learning opportunities. Within the outside area, staff have provided children with some tyres which they can climb on. This helps the children to recognise risks and to learn how to keep themselves safe when carrying out challenging activities. Children have good awareness of hygiene routines. For instance, they wash their hands after visiting the toilet and before mealtimes. Staff constantly remind the children to do this and have provided a low-level sink and easy to turn taps to aid the children's independence. A thermostat for the sink water is set to a low temperature to ensure that the children never get hurt when washing their hands. Snack time is currently being developed from a whole group snack to a rolling snack in order to allow more flexibility and continuity to the session. The pre-school encourage the children to bring their own snacks, so that when they attend school it is a familiar routine for them, and a healthy eating policy is adhered to. Information about healthy eating, with ideas and suggestions, is sent home to the parents. Milk and water are provided by the pre-school, but opportunities for the children to pour their own drinks are not promoted. Some parents provide juice in bottles for the children, reducing the possibilities to learn new skills, such as using open-top cups. The pre-school provide miniature bins in the middle of the table so children can add their rubbish, they are then asked to put their plates in a bowl. As the rolling snack is being developed, ideas have been discussed with regard to the children washing their own plates. Also the member of staff who is supervising snack is actually sitting at the table with the children to promote good table manners.

Standards of cleanliness are good throughout the pre-school. A selection of potties and toilet aids are available to help the children develop the skills needed and to allow them privacy and independence when toileting. Staff have access to aprons and gloves while carrying out nappy changes, and antibacterial spray is available to clean the mat, minimising the risk of cross-infection. Staff have good interactions with the children during this time, and this helps the children to feel at ease and confident with the situation. Staff praise and encourage the children when they use the potty or toilet, and the children thrive on this. This is shown through smiles and laughter on their faces.

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

Safeguarding is given high priority in this setting. All staff have a thorough understanding of how to safeguard the children in their care. They are aware of the signs and symptoms of abuse and know the procedure to follow if they have any concerns. The manager has a good understanding of her roles and responsibilities to meet the safeguarding and welfare and the learning and development requirements. As a result, she is able to identify areas for improvement. The provider has made effective modifications to the setting to ensure

that the children are safe at all times. For instance, a new bolt has been added to the second set of double doors to ensure that even people who have a key fob to the main door cannot access the pre-school while the session is on. The pre-school follows safer recruitment procedures and no staff are left unsupervised until they are fully vetted. Visitors are asked to provide photographic evidence before they enter the premises and to sign the visitor record book. Risk assessments are carried out on the premises by the pre-school manager, and daily checks are carried out by the staff. If any equipment is broken or issues arise the necessary steps are taken to resolve them.

Staff training has been identified by the manager as an area to concentrate on. A log to indicate current up-to-date training has been devised, and staff are actively involved in choosing additional training to attend. The manager has a vast amount of experience, which allows her to monitor the impact of her staff on the children's learning. As the staff are less experienced than the manager, some opportunities are missed to promote the children's learning. The pre-school has only been open for six months and monitoring of the assessments and progress of the children is not fully embedded. Nevertheless, some weaknesses within the pre-school have already been identified through self-evaluation. The manager demonstrates she is enthusiastic and committed to improve and develop the pre-school as a whole. Staff appraisals and supervisions are not yet fully embedded, so the opportunity to monitor staff performance and develop methods to monitor and support staff are minimal.

Pre-school staff have sound relationships with parents. Staff understand the importance of these and the positive impact they have on the children's learning and development. Staff have a good knowledge of the outside agencies that are available to support themselves and the children if intervention is needed. Strong relationships are had with local schools, which aid smooth transitions during the summer term and help to provide continuity for the children's care and development.

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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection. |
| 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 monitored and inspected again within six 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

| | |
|------------------------------------|--------------------------|
| Unique reference number | EY471870 |
| Local authority | Leicester City |
| Inspection number | 949145 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 20 |
| Number of children on roll | 28 |
| Name of provider | Zonya Marie Kilpatrick |
| Date of previous inspection | not applicable |
| Telephone number | 01162876904 |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

