

Pumpkin Pre School

St Lawrence Church Hall, High Street, ABBOTS LANGLEY, Hertfordshire, WD5 0AS

Inspection date

22/09/2014

Previous inspection date

27/01/2011

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- The provider does not follow robust recruitment procedures and records are not available for inspection. Reference checks are not undertaken on staff to fully establish their suitability. Induction procedures are inadequate and do not provide staff with sufficient knowledge to protect children. As a result, children's safety is compromised.
- At times when the manager is absent there is no named deputy on site to take charge. In addition, there is not always a person with a first-aid qualification available when children are present to ensure that children's well-being is maintained. In addition, staff do not always record or inform parents of the first aid they administer to children.
- Staff do not keep an accurate record of attendance to enable everyone to be accounted for in an emergency. Children are not provided with daily opportunities for outdoor play. This means their health, well-being and learning are not adequately supported.
- Teaching is inconsistent and assessment is weak. There is no monitoring of the learning and development programmes to ensure children take part in challenging and purposeful play using suitable resources.
- Staff do not receive supervision to identify their training needs. Parents are not informed of how to make a complaint, as there is no written procedure in place.

It has the following strengths

- Children develop independence through activities, such as mealtimes that encourage their self-help skills.

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 main hall and separate room of the pre-school, and talked with the staff.
The inspector looked at children's assessment records, the planning documentation,
- evidence of the suitability of staff, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Lorraine Pike

Full report

Information about the setting

Pumpkin Pre School was registered in 2002, and is on Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from St. Lawrence's Church Hall in Abbots Langely, Hertfordshire, and is privately owned. Children have access to a main hall, separate room, toilets and handwashing facilities, all on one level. There is an enclosed area for outdoor play. The pre-school serves the local and surrounding areas and is accessible to all children. The pre-school opens during school terms only. Sessions are from 9.15am to 1pm, Monday and Thursday and 9.15am to 2.30pm, Tuesday and Friday. Children attend for a variety of sessions. There are currently 19 children on roll, all of whom are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who speak English as an additional language. The pre-school employs six members of childcare staff, four of whom hold appropriate early years qualifications at level 2 or above, including the manager who holds a qualification at level 3. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- ensure robust recruitment procedures are adhered to, with specific regard to obtaining reference checks on all staff, to fully ensure their suitability to work with children
- ensure induction training for staff enables them to fully understand their roles and responsibilities in relation to safeguarding, child protection and emergency evacuation procedures, with particular regard to opening fire exits
- ensure that at least one person who has a current paediatric first-aid certificate is on the premises at all times when children are present
- inform parents, and keep an accurate written record of first-aid treatment provided to children following accidents, to ensure their well-being
- ensure there is a named deputy who is deemed capable and qualified to take charge in the absence of the manager
- ensure that an accurate record of children's attendance on the premises is maintained, detailing their arrival and departure time, so that they can be accounted for in the event of a fire or any other emergency
- ensure that the designated person for safeguarding children provides ongoing safeguarding support, advice and guidance for staff
- ensure that records are easily accessible and available for inspection or seek prior permission from Ofsted to keep these securely off the premises
- ensure that children have daily access to the outdoor play area, or provide alternative opportunities for daily outdoor activities to ensure children's good health
- put in place a procedure for dealing with complaints and keep a written record of any complaints, and their outcome
- put in place appropriate arrangements for the supervision of staff to identify their training needs and provide opportunities for continuous professional development
- ensure ongoing assessment is undertaken as an integral part of the learning and development process, in order to understand children's level of achievement and

shape learning experiences for each child, reflecting those observations

- ensure children's individual needs are met by taking account of their abilities and provide them with stimulating and challenging opportunities
- ensure that a written summary of children's progress is completed between the ages of two and three years, and shared with parents, to identify and plan how areas where children's progress is less than expected, are to be supported.

Inspection judgements

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

Staff do not provide children with a range of stimulating or challenging activities because staff do not know enough about how to deliver the areas of learning through planned and purposeful play. They complete some ongoing observations of children at play and record these in their learning journals. However, they do not use these observations to identify each child's next steps in learning or to plan for their individual needs. Therefore, children are not well prepared for their next stage in learning. Staff do not complete the progress check for all children between the ages of two and three years. As a result, staff do not identify and plan how to support children who are progressing not as well as expected. The current organisation of resources does not effectively ensure children's easy access or maintain their interest. Staff arrange a selection of toys and activities within dedicated areas of the main hall, taking into consideration some children's interests. However, they do not provide opportunities for children to select their own resources to improve their independent learning experiences as they play. Furthermore, staff do not rotate the resources or identify the need to provide different or additional toys to challenge older or more able children. As a result, children lose interest, are not stimulated and wander around the hall without purpose. This leads to some children demonstrating negative behaviour.

The quality of teaching is inconsistent. Some staff understand the importance of spontaneous activities, which allow children to express their thoughts and experiences. For example, during a group time session, children noticed an aeroplane in the sky as they looked through the window. Staff used this opportunity to ask children about the different types of transport they have used. As a result, children were motivated to speak out loud, as they recalled and described their recent trips. Younger children were asked to remove their dummies so that they could contribute to the conversation. This supports their communication and language as they share their feelings and thoughts. Not all staff engage in meaningful interactions with children, and as a result, opportunities to extend learning are not seized upon. For example, staff do not teach children mathematical concepts, such as sorting and counting as they play with the cars and garage. Furthermore, at times staff supervise the children using the ride on toys, rather than suggesting that they try to use the pedals on the bicycles when is developmentally appropriate to do so. This results in learning experiences that do little to motivate

children's learning. Children develop the fine muscles in their hands as they roll out dough using a roller. They use a range of cutters and tools to create different shapes and squeeze the dough through a mould to create long strands. Children's self-confidence is supported as staff praise them for their achievements, and they proudly leave their creations on the table for others to see. As different children approach the table, staff remind them to be careful of each other's creations. This helps children develop respect for each other and to build positive relationships.

To some extent, staff support children who speak English as an additional language. They use simple sign language alongside the spoken word, learn key words in children's home languages and provide visual prompts to support their understanding of the routine of the day. Children learn about different cultures and traditions as they celebrate a range of festivals throughout the year, such as Diwali, Chinese New Year and Harvest Festivals. They taste different foods, dress up in traditional clothes and visit the local church. Staff work in partnership with parents to support children to settle into the pre-school when they first join. An initial assessment is undertaken based on discussions with parents and information recorded in an all about me leaflet. Staff create a settling-in plan, which provides ideas to support individual children during their first few weeks at the pre-school. They share information about children's accomplishments during daily verbal updates and periodically invite parents to look at children's learning journals. This enables parents to develop a basic understanding of how to support their children's learning at home. Large, photographic displays in the entrance to the pre-school keep parents informed of activities their children take part in and provide other relevant information.

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

Children settle well because of the welcoming atmosphere created by the staff team. They offer a gradual approach to helping children to settle during flexible settling-in sessions. Parents are encouraged to share a range of information in relation to their child's preferences and care routines. This ensures that staff are sufficiently informed to meet children's individual needs. The key-person system enables all children to form a bond with an individually named member of staff. This enables staff to build relationships with children and their families. These sound relationships support children in their move from home to pre-school, and from pre-school to school. Children build friendly relationships with staff. For example, staff sensitively comfort new children who have just joined the pre-school as they become anxious when their parents first leave. The morning welcome song helps children to build relationships with each other as staff ensure that each child is welcomed individually by name. However, while children show they feel safe and at ease, they are given a false sense of security as some of the safeguarding and welfare requirements are not met. This means their well-being and safety is not sufficiently promoted.

Staff do not use the enclosed outdoor area to provide children with daily opportunities for play in the fresh air because the provider has concerns about the safety of the uneven surface. In addition, staff do not plan alternative daily experiences. This does not support children's health and well-being. Staff provide some indoor activities, such as ball games, ride-on bikes, a small slide and music to dance to. Children learn how to catch and

throw a ball and safely mount the steps to the slide as staff provide them with encouragement and guidance. This helps children to learn about keeping themselves safe. Children attend to their own personal needs according to their age and ability. For example, staff support children to manage their own hygiene by encouraging them to help themselves to tissues to wipe their nose. Suitable hygiene practices protect children and ensure they stay healthy. Children help themselves to an adequate range of healthy snacks and pour their own drinks. Consistent access to fresh drinking water ensures that children remain hydrated. Children learn more about their personal safety as staff demonstrate how to hold the knife safely to butter their own cracker for snack.

Children are suitably supported in their independence as they develop self-help skills in readiness for the next stage in their learning. These practical skills help children as they start school or nursery. For example, staff encourage them to try to pour their own drinks and to put away their plate and cup into the bowl when they have finished. Children's behaviour is, at times, managed appropriately by staff who are calm and provide a consistent approach; this was demonstrated by staff who intervened when children's behaviour became disruptive when they were bored. The pre-school's golden rules reinforce and support children's understanding of aspects of positive behaviour. These rules are clearly displayed to provide a consistent reminder. As a result, children cooperate when asked to share toys or to keep their feet still during group time. Developed links with local primary schools and visits from school staff during children's last term at the pre-school enable children to meet their prospective teachers. This helps children look forward to going to school.

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

This inspection was a prioritised by Ofsted following concerns raised about the safety of children in the absence of a manager or a suitably qualified deputy and designated lead for safeguarding. Concerns were also raised about children's access to outdoor learning, staff induction procedures and the absence of a qualified first aider at all times. An unannounced inspection was carried out and found that arrangements for safeguarding children are inadequate. This is because the provider who is the manager has failed to ensure that all of the legal requirements for both the Early Years Register and the compulsory and voluntary parts of the Childcare Register are met. Breaches of these requirements result in the safety of children being compromised. For example, the provider has failed to follow secure and robust recruitment and vetting procedures to fully ensure the suitability of her staff team. While Disclosure and Barring Service checks are undertaken on staff, reference checks, including those from previous employers, are not obtained for all staff. This results in the full suitability of staff not being assessed to ensure children are cared for by appropriate people. Appropriate systems are in place to ensure that newly appointed staff waiting for their Disclosure and Barring Service check do not have unsupervised access to children. Staff recruitment records were not available at the time of the inspection. Therefore, these cannot be fully verified. Some staff demonstrate an awareness of what to do if they have child protection concerns and there is a written statement of procedures for them to follow. The manager has completed safeguarding training and is able to take designated responsibility if concerns arise. However, staff do

not know the nursery's procedures and what steps to take to report any concerns because the provider has not provided staff with regular training, to enable them, to be certain of the action to take should they have concerns in relation to children's welfare.

Induction procedures for newly appointed staff are inadequate. As a result, staff are not informed of their responsibility to recognise possible signs of abuse and to respond appropriately. Furthermore, new staff are not provided with information to enable them to evacuate the premises in an emergency. Regular practice of the fire evacuation procedure enables children to become familiar with evacuating the premises in an emergency. Staff alert children by blowing a whistle, which is located at one end of the hall. Furthermore, staff do not keep accurate records of children, staff and others in attendance to enable them to be accounted for in the event of a fire or any other emergency. The provider of the pre-school has recently stepped into the role of the manager, following the departure of the previous manager. She is suitably qualified to fulfil this role and is supported by the staff team. However, the manager has failed to ensure that a suitably qualified deputy to take charge in her absence. Furthermore, there have been numerous occasions where she has failed to ensure that a member of staff with a first-aid qualification is been present at the pre-school when children attend. As a result, staff are less informed how to act appropriately should children have an accident. Staff record any accidents that children have while at pre-school and share this information with parents. However, records do not detail the first aid that staff administer. This compromises children's well-being as parents are not informed how to continuing caring for their children. Planning and delivery of the curriculum for children's learning do not fully support their development in all areas, particularly their physical development. On a day-to-day basis staff adequately supervise children and ensure that the premises remain secure. For example, they check the identity of visitors and the doors to the pre-school are locked, to prevent any unauthorised visitors entering. Staff ensure that the premises are safe and suitable as they complete daily risk assessments. There is no effective procedure to inform parents of the process for making a complaint, or to deal with any concerns or complaints received. The pre-school does not provide parents with the contact details for Ofsted.

Staff demonstrate some knowledge of the learning and development requirements of the Early Years Foundation Stage. However, because of weaknesses in planning and teaching, the learning and development requirements are not met. The provider has not yet devised a system to enable her to monitor the effectiveness of the educational programmes. There are some arrangements for staff to access training events provided by the local authority, which demonstrates the management's desire to improve the quality of the provision. However, arrangements for staff to follow a programme of continued professional development are not yet in place. This means there is no rigorous system for the coaching of staff or the management of inconsistencies in teaching. This has a negative impact on the way improvements to the service are driven forward. Support from the local early years team to improve the quality of the provision is underway and is reflected in the introduction of a contingency plan to ensure suitably qualified staff are present at all times. However, recommendations made at the pre-school's previous inspection in relation to reviewing the planning and organisation of children's learning and reflecting upon practice have not been addressed. Parents comment positively about the pre-school. They describe the staff as 'friendly, caring and organised'. They appreciate the openness of staff, which enables them to feel confident to discuss any concerns they have in relation

to their children's development. They also confirm that their children have developed their skills since starting at the pre-school. Staff demonstrate a basic understanding about how to support children who have special educational needs and/or disabilities, such as by seeking support from outside agencies, should the need arise.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- put effective systems in place to ensure that any person who works with children is suitable to do so (compulsory part of the Childcare Register)
- ensure that at least one person who is caring for children has an appropriate first-aid qualification (compulsory part of the Childcare Register)
- keep a daily record of the hours that children are in attendance (compulsory part of the Childcare Register)
- ensure that the lead practitioner responsible for ensuring the safety and welfare of children provides support and guidance in relation to child protection matters to any person who cares for children (compulsory part of the Childcare Register)
- provide access to a secure outdoor space or make reasonable arrangements for activities to take place outdoors (compulsory part of the Childcare Register)
- ensure that a written statement of procedures to be followed in relation to complaints is in place (compulsory part of the Childcare Register)
- provide parents with written information of the complaints procedure (compulsory part of the Childcare Register)
- ensure that at least one person who is caring for children has an appropriate first-aid qualification (voluntary part of the Childcare Register)
- keep a daily record of the hours that children are in attendance (voluntary part of the Childcare Register)
- ensure that a written statement of procedures to be followed in relation to complaints is in place (voluntary part of the Childcare Register)
- provide parents with written information of the complaints procedure (voluntary part of the Childcare Register).

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY219003
Local authority	Hertfordshire
Inspection number	990056
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	19
Name of provider	Zena Anne Clough
Date of previous inspection	27/01/2011
Telephone number	07581234288

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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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