

Pumpkin Pre School

St Lawrence Church Hall, High Street, Abbots Langley, Hertfordshire, WD5 0AS

Inspection date	09/01/2015
Previous inspection date	22/09/2014

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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

- Staff promote children's personal, social and emotional development through regular praise and encouragement. Children make suitable bonds and attachments with staff and peers, and friendly relationships are forming. As a result, children are happy, settled and behave appropriately.
- All required Disclosure and Barring Service checks are in place and staff are aware of how to protect the children in their care. As a result, they are meeting the safeguarding and welfare requirements.

It is not yet good because

- Teaching requires improvement, because staff do not consistently use the information they gain from observation to monitor children's learning and development, and plan activities that challenge them.
- Staff do not successfully engage parents in extending their children's learning at home and they do not share information about the Early Years Foundation Stage to support this. Consequently, children's learning is not optimised.
- Staff do not consistently promote opportunities to expand on children's understanding of risks, to include personal safety. As a result, children fail to recognise the potential consequences of their actions.

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 inside the pre school and during outside play. She spoke to the manager, staff and children at appropriate times throughout the inspection.
- The inspector looked at evidence of the suitability of staff members, and a range of other documentation. This included policies, procedures, staff training certificates and children's learning files.
- The inspector completed a joint observation and held joint discussions with the manager and deputy in relation to observations of the children's play, learning and progress.
- The inspector listened to the views of some parents during discussions and she reviewed the providers self-evaluation.

Inspector

Jo Rowley

Full report

Information about the setting

Pumpkin Pre School was registered in 2002, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from St. Lawrence's Church Hall in Abbots Langley and is privately owned. The pre-school serves the local and surrounding areas and is accessible to all children. It operates from a main hall, separate room, toilets and hand washing facilities, which are all on one level. There is an enclosed area for outdoor play. The pre-school employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens from 9.15am to 2.30pm, on a Monday, Tuesday and Friday, and from 9.15am to 1pm on a Thursday, term time only. Children attend for a variety of sessions. There are currently 24 children attending who are all in the early years age group. The pre school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and 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:

- ensure that ongoing assessment is improved to understand children's level of achievement; shape learning experiences for each child, reflecting observations made and provide them with stimulating and challenging opportunities, so that they make good progress
- ensure that each child's learning and care is tailored to meet their individual needs; engage and support parents and carers in extending their children's learning at home.

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

- extend opportunities for children to develop more awareness of personal risk and safety by consistently explaining the consequences that hazards, such as climbing, may have on them.

Inspection judgements

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

Staff demonstrate a suitable knowledge and understanding of the Early Years Foundation Stage and they have recently attended training to develop this further. They interact warmly with children during role play activities and use techniques, such as, open-ended

questioning, to encourage their speech and language development. As a result, children, including those with English as an additional language and special educational needs and/or disabilities, are making some progress in their communication and language development. Staff make routine observations of children as they play. However, they do not use the information they gain to consistently monitor children's learning. This means that staff are unable to plan activities that effectively challenge them. Children enjoy their time at pre-school, and use toys and resources that link to their interests but teaching is variable. Consequently, not all children are making good progress.

Staff encourage children to be independent. Children choose resources to play with around the room, and staff ensure that new children are able to access a range of play equipment that interests them. The staff support and encourage children to be independent; for example, they take turns in giving out the utensils required and serve themselves at meal times. Additionally, staff encourage children to have a go for themselves, such as, when trying to climb on the tyres in the outside area, before helping them. However, because the quality of teaching is variable, staff do not extend children's learning in best preparation for school. Children have daily opportunities for outside play and this supports their physical development. They use equipment, such as, spades, to dig with, and practise their skills as they climb and jump on and off the static equipment.

Staff have built friendly relationships with parents and they collect a range of information to support children's learning. They encourage parents to share what they know about their children when they first start at pre-school, to help them assess children's initial starting points. On a daily basis staff talk to parents about their children, at drop off and collection times, and parents speak very highly of the staff team and pre-school overall. However, parents know very little about the Early Years Foundation Stage and staff do not support them in extending or promoting their children's learning at home.

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

Children are forming appropriate relationships with staff and peers. Staff promote their personal, social and emotional development through regular praise and encouragement, such as, when they congratulate children for their lovely singing. Consequently, this encourages their self-esteem. Children are happy and engage in some activities that interest them. For example, they work together on creating a track for the trains and smile happily as they push their trains around a completed track. Staff are supportive, join in with their play and interact kindly to engage children. As a result, they are supporting children's emotional well-being.

Staff encourage parents to bring their children along to settling-in visits before they start at pre-school. This supports children and their families in making a smooth transition from home to pre-school. When children are ready to move on to nursery or primary school, staff work with parents to support them, through discussion. Staff provide a flexible system, where parents are encouraged to work with their child's key person in supporting children's care and learning requirements. However, staff do not take account of children's individual capabilities to ensure that their learning is tailored to their individual needs. Children demonstrate appropriate behaviour as they play. Staff encourage them to share

the resources and provide suitable examples as they support children in taking turns. However, some children move around quickly and are less engaged in activities because the activities do not provide sufficient challenge.

Staff generally support children's safety. For example, they are vigilant as they move between the pre-school and the bathroom area independently. The pre-school environment is safe. Staff carry out a daily risk assessment before children go outside and plan a regular fire evacuation for them to practise. However, there are inconsistencies as children learn about their own personal safety. For example, staff do not remind some children of the consequences to their actions, such as, when climbing on furniture or equipment. Children are developing a sound understanding of leading a healthy lifestyle. For example, staff encourage children to wash their hands regularly before meals and talk about the importance of removing germs. Children have opportunities to eat fresh fruit and vegetables on a daily basis, and staff support parents in providing a healthy packed lunch, through discussion. Children have regular opportunities to develop their physical development as they enjoy outings in the local community and have opportunities inside to use a range of tunnels and play equipment, such as slides. The pre-school provides a range of toys and resources which are of suitable quality.

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

Staff meet the safeguarding and welfare requirements of the Early Years Foundation Stage. They demonstrate a suitable understanding of how to protect children in their care and they have attended appropriate safeguarding training to support their knowledge further. Staff demonstrate an appropriate awareness of who to contact if concerns arise. Staff demonstrate awareness of the signs and symptoms of abuse and they are confident to report concerns. Additionally, all suitability checks for staff members are in place, which includes Disclosure and Barring Service checks. As a result, staff are appropriately protecting children.

Since the last inspection, the manager and her staff team have been proactive in making considerable improvements to promote the safety and welfare of children attending. For example, robust recruitment and induction procedures are in place to ensure that all staff are suitable to work with children. A named deputy manager and a third-in-charge are both able to manage the pre-school in the absence of the manager. An in-depth induction policy has been implemented to ensure that staff are supported to fully understand their roles and responsibilities in relation to safeguarding children. A designated member of staff is available each day to provide the necessary support and guidance if a child protection concern arises. Staff have reviewed the emergency evacuation procedure, and methods to alert children of an emergency are now in place and exit routes are quickly accessible. Regular and organised supervision and appraisal arrangements ensure that staff are encouraged to identify training needs and seek continuous improvement. Appropriate organisation ensures that there are now sufficient members of staff on duty each day who hold a current first-aid certificate, and the reporting of accident treatment has been improved. In addition to this, children now receive daily opportunities to enjoy fresh air and physical activity, as they use the outside space. As a result, children's good

health and well-being are supported. Children's times of attendance are clearly recorded and a written complaints procedure is implemented and shared with parents. All records are stored appropriately and are available for inspection. Some improvement has been made in relation to the actions linked to the learning and development requirements. For example, staff complete the progress check between the ages of two and three years, and they share the written development summary with parents. However, there is still substantial work to be done in relation to ongoing assessment and tailoring children's learning and care to their individual needs, while involving parents in supporting their child's learning at home.

Staff have sound relationships with parents and they share information to support children's overall well-being on a regular basis. They seek the views of parents through discussions and written questionnaires, and discuss what children like and enjoy on a regular basis. Through discussion, the parents express their happiness with the pre-school service. Staff have a sound relationship with other providers and professionals and they work closely to support children in their care. For example, they work with speech and language therapists to provide a consistent approach to children's learning. Additionally, the staff work with other providers of the Early Years Foundation Stage and liaise through discussion. As a result, partnership working is sound and children benefit from a consistent approach to their learning 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. 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	995269
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	24
Name of provider	Zena Anne Clough
Date of previous inspection	22/09/2014
Telephone number	01923 261795

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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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