

Pumpkin Pre School

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



Inspection date

5 October 2015

Previous inspection date

9 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Since the last inspection, staff have participated in extensive training to enhance assessment and planning arrangements for children. As a result, children participate in purposeful activities that promote their next steps in learning. Teaching is good and children progressively develop their skills.
- Since the last inspection, staff have reviewed educational programmes to ensure that children are even more challenged. They strongly focus on teaching children, through activities and routines, how to manage their personal safety and needs.
- Children have good opportunities to play outside. Staff plan daily physical activities and educational projects to teach children about the weather, animals and plants. This helps children to learn about the world they live in.
- Staff have a good understanding of the safeguarding and welfare requirements. They are aware of the steps to take to keep themselves and children safe.
- Staff participate in induction, team and supervision meetings with the manager. They benefit from regular training to continuously develop practice and the quality of teaching for the benefit of children.

It is not yet outstanding because:

- Staff provide parents with some information about children's learning. However, they do not obtain regular information from them about children's learning at home.
- There are a number of children who speak English as an additional language. However, staff do not fully promote children's cultural backgrounds and home language in activities, in order to boost their learning at all times.

What the setting needs to do to improve further

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

- encourage parents to share more detailed and ongoing information about children's learning and interests at home, in order to ensure children fully benefit from continuous support between home and pre-school
- expand on the support children have in using their home language and celebrating their cultural backgrounds during activities, to further support their individual learning and skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager, deputy manager and staff. She looked at assessments, planning for children and relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Karinna Hemerling

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of their roles and responsibilities, and effectively share policies and procedures with parents. The manager ensures that staff are suitable to work with children by completing regular suitability checks and providing them with training. She deploys staff according to the ratios requirements. For example, qualified staff who hold safeguarding, first-aid and food-hygiene training are always present. Practice is well documented and child protection procedures are effectively followed by staff. For example children's attendance is closely monitored as well as any general concerns about their welfare and well-being. Play areas are secure and risks are minimised to ensure that children can play safely. Staff and managers reflect on and continuously implement new ideas to enhance practice, effectively promoting good outcomes for children. Staff effectively work with other settings that children attend, sharing information about children's next steps in development and the plans they have in place for their future learning.

Quality of teaching, learning and assessment is good

Since the last inspection, staff have worked closely with the local authority to develop their understanding of the learning and development requirements. They start assessments of children's skills as soon as they start attending the pre-school. Staff then continue to evaluate and plan for children's emerging needs. They undertake ongoing observations of children's skills and use child development guidance to monitor their learning. The progress check for children aged between two and three years is effectively completed and shared with parents. Children learn through play and participate in discussions, music and story sessions on a daily basis. This supports them in developing skills across all areas of learning.

Personal development, behaviour and welfare are good

Staff are welcoming and attentive. They obtain information from parents about children's personal and medical requirements. Staff organise flexible settling-in sessions, which are tailored to children's needs. As a result, children settle quickly and are comfortable. The key-person system is embedded and staff form strong bonds with children. They are good role models of positive behaviour and promote good manners. Staff organise appropriate routines and boundaries for children. As a result, children behave well. They praise children in order to boost their confidence and self-esteem, supporting their independence with constant reassurance. Children develop social skills and learn to play together cooperatively. They are provided with nutritious meals, regular outings and enjoy daily exercise, both indoors and outdoors. Therefore, staff effectively introduce them to healthy lifestyles.

Outcomes for children are good

The staff and manager closely track children's progress. This enables them to identify and narrow gaps in their development. Staff strongly focus on promoting children's communication, personal and physical skills. As a result, they prepare children to confidently start nursery and school.

Setting details

Unique reference number	EY219003
Local authority	Hertfordshire
Inspection number	1003728
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	23
Name of provider	Zena Anne Clough
Date of previous inspection	9 January 2015
Telephone number	01923 261795

Pumpkin Pre School was registered in 2002. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am to 3pm, except on Thursdays when sessions are from 9.15am to 1pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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