

# Pumpkin Patch Preschool

New Parks Club for Young People, New Parks Boulevard, LEICESTER, LE3 9SB



## Inspection date

Previous inspection date

15 September 2016

3 July 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is inadequate

- Staff-to-child ratio requirements are not always met. The provider does not have a reliable contingency plan for covering unexpected staff absence.
- Some staff do not use observations and assessments to plan effective support and activities that promote children's successful learning.
- The quality of teaching is not consistently strong enough to fully promote all children's learning and development and ensure that they make as much progress as they can.
- Leadership and management systems for reviewing the provision, in order to identify areas for improvement, are not robust enough. The monitoring of staff practice is not fully effective in ensuring that every child makes best progress.

### It has the following strengths

- Children's personal, social and emotional development is addressed well by staff. Relationships between staff and children are good.
- The playroom is set out invitingly with a variety of activities for children to choose from on their arrival.
- Children's independence is promoted well by staff. They learn how to manage simple tasks for themselves.
- Parents share positive views about the provision. They say that staff are interested in their child's individual needs.
- Children gain a good understanding of differences in society, for example, as they learn about different families, traditions and beliefs.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	Due Date
■ ensure that staff-to-child ratios are met at all times, so that children are constantly well supervised and kept safe from harm	15/09/2016
■ ensure that observations and assessments are consistently used by all staff to plan effective activities and support, in order to help all children make best progress	31/10/2016
■ make sure that the quality of teaching is consistent across the staff team so that all children are challenged effectively to reach the next stage in their learning.	31/10/2016

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

- extend procedures for monitoring and improving the quality of the provision and the effectiveness of teaching to ensure that all children are effectively challenged and make as much progress as they can.

## Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed teaching methods with the provider, who is also the manager of the provision.
- The inspector held meetings with the provider. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

## Inspector

Jan Burnet

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are ineffective. The pre-school re-opened at the beginning of the autumn term with only two employed members of staff. Although an occasional helper was present on the first day of term, staff-to-child ratios were not met on the following two days. While a third team member has now been appointed, this issue relating to ratios was raised at a recent previous inspection. The provider has not been proactive in putting stringent contingency measures in place. Despite this, staff are aware of the local child protection referral procedures to follow if they are concerned about a child's welfare. Staff are deployed so that children are continually supervised. Monitoring of staff practice is not fully effective to ensure that the quality of teaching and planning for children's learning is consistent across the staff team. The provider is also the manager and she is counted in the ratio. She ensures that staff keep their first aid and safeguarding knowledge up to date. The provider monitors the quality of teaching while working alongside staff and has identified observation and assessment as a training need. However, this has not yet been addressed. Required documentation is kept up to date.

### Quality of teaching, learning and assessment requires improvement

Staff practice is variable with regard to the quality of teaching and the effectiveness of planning for children's learning. Staff interpret the wants and needs of young children who communicate through gestures and some words. However, as they develop speaking skills, staff do not fully support children with pronunciation or their emerging use of simple sentences. Children practise their manipulative skills while they play with construction toys and manoeuvre toy trains around a track. They make marks with pencil crayons, but staff do not identify strategies for supporting children in developing a thumb and two-finger grip on writing tools. Staff encourage children to count and name shapes while they play. They offer good support while children choose to look at books.

### Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management with regard to maintaining required staff-to-child ratios lead to children's overall safety being compromised. However, children play in premises that are safe and welcoming. Their good health is promoted appropriately. They are physically active in the outdoor area every day, although staff do not plan challenging physical play activities for individual children. Children's emotional security is initially addressed well with a settling-in procedure that is agreed with parents. Their self-esteem is boosted as staff acknowledge their efforts and achievements with praise. Children decide when to eat the generally substantial snack that is provided by parents.

### Outcomes for children require improvement

Most children's learning builds satisfactorily on what they already know and can do, and they reach expected levels of achievement. Older children gain basic skills to prepare them for school. However, some children are not making as much progress as they can due to the inconsistent use of observations and assessments to plan for their future learning. Children's independence is promoted well by staff. They learn to manage their self-care needs and they are encouraged to select resources for themselves. Young children are

beginning to develop relationships with their peers while they engage in imaginative role play.

## Setting details

<b>Unique reference number</b>	EY471870
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	1072786
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	Zonya Marie Kilpatrick
<b>Registered person unique reference number</b>	RP906399
<b>Date of previous inspection</b>	3 July 2015
<b>Telephone number</b>	07742897308

Pumpkin Patch Preschool was registered in 2014. The setting employs three members of childcare staff and all hold early years qualifications at level 3. It opens during term time only, Monday to Friday from 9am to midday. The setting provides funded early education for two-, three- and four-year-old children.

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.

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