

Pumpkins Preschool

Wraysbury Baptist Church, 12a High Street, Wraysbury, Staines-upon-Thames, Middlesex, TW19 5DB



Inspection date

6 October 2017

Previous inspection date

14 October 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children greatly benefit from the good working relationships the manager and her staff develop with parents, carers, local schools and community support workers. Children take part in local events and learn to value and respect the people they meet.
- Staff give health and safety the upmost priority to help ensure that they protect children from harm. For example, they follow a wide range of clear policies and daily procedures to help them keep children safe, secure and healthy. Children are confident to explore many exciting new activities in a highly caring and nurturing environment.
- Staff expertly adapt their teaching to meet children's individual needs. They help children who start with weak listening skills catch up with their age group, and children lacking confidence soon make friends and shine out with superb social skills.
- Staff create extensive opportunities for children to learn about foods that are tasty, nutritious and healthy. For instance, children marvel at their new-found skills in squeezing oranges and are thrilled to drink the juice they make. They reflect on the rich variety of colours, shapes and flavours of different fruits at snack time and enjoy the smell of real vegetables as they pretend to shop.
- Children are ready socially, emotionally and academically for their moves on to school.

It is not yet outstanding because:

- Staff have not found highly successful ways to engage all parents in developing their children's early literacy skills.

What the setting needs to do to improve further

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

- build on the already good partnerships with parents and develop more effective ways to help them support their children's emerging literacy skills.

Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and outdoors.
- The inspector talked with parents and listened to their views about the pre-school and their children's progress.
- The inspector looked at children's records, discussed staff's planning and evaluation of activities, and how they exchange information with parents.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the manager and the deputy manager.
- The inspector observed care routines and completed a joint observation with the manager. Together they discussed how staff training had contributed to children's learning and development.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of the leadership and management is good

The manager's enthusiasm for teaching and drive to provide the best start for children in the community is evident across every aspect of the pre-school. Self-evaluation is accurate and, where the practice is not quite at the highest levels already, there is generally a well-targeted plan in place for improvement. For example, new ways to record and assess children's achievements make it clearer for the manager to monitor the impact of teaching on each child's rate of progress. The manager coaches and supports her staff to raise their knowledge in different areas, such as developing children's speech and language skills. Safeguarding is effective. The manager checks that all staff know how to recognise and respond appropriately to any concerns about children's safety and protection. All areas and activities in the pre-school are well risk assessed and children can use them in safety.

Quality of teaching, learning and assessment is good

Staff have made good progress towards meeting the recommendation from their last inspection to develop children's early writing skills. For example, very young children thoroughly enjoy pretending to write as they make marks in notebooks and diaries. Staff help them learn the special letter that starts their names and by school time children are ready to learn to write. Skilled teaching staff create a wealth of exciting opportunities for learning. For instance, staff prompt children to challenge each other and be the first to melt 'dinosaur eggs' made from ice. Staff teach children to manage risks safely, such as while trying different ways of cracking the ice. Children think about the changing properties of water and experiment with ways of warming and melting the ice. Learning is incredibly enjoyable for children. It captures children's imaginations and their desire to investigate and solve problems.

Personal development, behaviour and welfare are outstanding

Staff are exceptionally skilled in adapting to meet the needs of the youngest children. They listen carefully to parents and quickly establish how to tailor high levels of emotional support to help each child flourish. New children seek and gain comfort and security from extremely attentive staff and rapidly gain the confidence to explore the rich play areas indoors and outdoors. Staff are particularly skilled in helping children learn to manage their feelings and behaviour. Children rapidly develop the skills to understand other people's feelings and adapt their behaviour to suit.

Outcomes for children are good

Older children are very well prepared for school. For example, they are effective communicators who sing with confidence and express themselves using clear speech. Children recognise numbers and count well. They eagerly experiment with angle and flow, capacity and weight. Even the youngest children concentrate intently as they perfect a fine pincer grip, such as when using tweezers, pens and magnifying glasses.

Setting details

Unique reference number	EY460579
Local authority	Windsor & Maidenhead
Inspection number	1063414
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	22
Number of children on roll	24
Name of registered person	Kellie Louise Fairhall
Registered person unique reference number	RP904438
Date of previous inspection	14 October 2013
Telephone number	07500 224 115

Pumpkins Preschool registered in 2013. It operates from the community hall within Wraysbury Baptist Church, in Wraysbury, Middlesex. The pre-school is open each Monday, Tuesday, Thursday and Friday, from 8.30am to 3pm, during term time. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years. There are six staff working with the children, five of whom hold appropriate qualifications at level 3 or above. One member of staff holds an honours degree in early years education.

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