

Pumpkins Pre-School

Champney Hall, Stanwell Road, Horton, Slough, SL3 9PA



Inspection date	17 January 2018
Previous inspection date	3 April 2014

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

- There are strong partnerships with parents and the local school. Parents are kept fully up to date with their children's development and greatly appreciate the regular feedback from staff.
- The manager and staff show a strong commitment to provide support to children and their wider families. They communicate effectively with other professionals involved in children's care and ensure all children receive the support they need to help them make good progress.
- The manager and staff regularly observe children to assess what they know and can do. They use this information well to plan for children's individual learning.
- Staff create a very nurturing environment where children feel happy and secure. They understand children's individual needs and value their differences. Children arrive into the pre-school eager and ready to engage in play with their friends.
- The dedicated manager provides good leadership. For example, staff attend regular team meetings and supervisory sessions, to help improve the quality of their practice.

It is not yet outstanding because:

- Arrangements for monitoring children's progress do not focus sharply on identifying any differences in the progress made by different groups of children.
- At times, staff do not make the most of opportunities to challenge children to count confidently and to recognise numbers and shapes in everyday activities.

What the setting needs to do to improve further

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

- develop systems for monitoring children's progress to identify how well different groups of children are achieving and target teaching even more precisely
- enhance staff skills even further to provide even more challenge to extend and support children's mathematical development.

Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the manager, children and staff at appropriate times during the inspection.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

Inspector

Jane Franks

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager gives safety the highest priority. Staff have a good understanding of the procedures to follow if they have a concern about a child. They constantly listen to children and are vigilant to any changes in their behaviour. The devoted manager values the views of her staff. Together, they precisely evaluate the pre-school's provision. For example, they have now enabled younger children to access lower-level activities, to suit their learning needs further. The manager and staff update their skills and knowledge regularly. They access a wide range of professional development opportunities. For example, through targeted training, staff have increased their knowledge of how children can make marks using a range of resources.

Quality of teaching, learning and assessment is good

Staff have good teaching abilities. They skilfully engage and maintain children's interests. Children are curious and become fully engrossed in role-play activities with real fruit and vegetables. Staff support children's growing vocabulary and language skills well. For example, children engage in discussions about their preference for certain fruit at home. Children cut their vegetables and show good coordination and strength. They explore different textures, such as smell and taste. Staff ably encourage learning about the world. For example, children explore the changing properties of water. They watch with anticipation when their dinosaurs 'hatch' from the ice.

Personal development, behaviour and welfare are outstanding

Staff place an extremely strong emphasis on building relationships with children and their families. This helps them to know precisely how to meet their individual needs right from the start. Staff value children as unique individuals and help them manage their own feelings and behaviour. Parents comment that their children settle extremely quickly and are always eager to investigate their environment. Staff place an exceptionally high priority on promoting children's physical and emotional well-being. For example, children are persistent in persevering to complete tasks. They work as a team, eagerly hunt for natural resources to build their space rocket and discover for themselves how to use apparatus in different ways. They are exceptionally articulate, readily inviting staff to join in lively conversations.

Outcomes for children are good

All children make good progress from their starting points. They learn to recognise their names and begin to identify a variety of letters. Younger children focus intently and demonstrate a fine pincer grip, such as when using tweezers to pick up ice. Children develop a love of books. They enjoy listening to, and joining in with, stories. Children listen to instructions from adults and dress themselves independently for outdoor play. These skills prepare them well for future learning and moving on to school.

Setting details

Unique reference number	EY470287
Local authority	Windsor & Maidenhead
Inspection number	1069851
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	24
Number of children on roll	30
Name of registered person	Kellie Louise Fairhall
Registered person unique reference number	RP904438
Date of previous inspection	3 April 2014
Telephone number	07500224115

Pumpkins Pre-School re-registered in 2013. It is a privately owned pre-school and is one of two settings. The pre-school is located in the village of Horton, Slough. The setting is open each weekday between 9am and 3pm, during term time only. All children share access to a secure, enclosed outdoor play area. The setting employs six staff, four of whom hold appropriate early years qualifications.

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