

# Pumpkin Patch Pre School



Mattingley Church, Mattingley Green, Mattingley, HOOK, Hampshire RG27  
8LA

<b>Inspection date</b>	17 September 2018
Previous inspection date	15 December 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- Children are well supported to develop their independence skills, such as pouring their own drinks, and washing their bowls and cups after snack time. Children are well prepared for their eventual move on to school.
- Staff regularly observe children and make accurate assessments of their progress to identify their next steps in learning. They use this information to plan exciting activities that are well suited to children's needs and interests. Children make good progress during their time at the setting.
- Staff are enthusiastic and welcoming in their nature. They join in with children as they play and demonstrate a genuine interest and passion for their work. Children are happy and confident, helping to promote their emotional well-being.
- The manager is passionate about providing good-quality care and learning for children. Previous recommendations have successfully been addressed, for example, technological resources are readily available for children to use.

### It is not yet outstanding because:

- On occasion, during focused activities, the youngest children disturb the oldest children's concentration and learning.
- Staff do not consistently help all children to learn about the similarities and differences between people and communities.

## What the setting needs to do to improve further

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

- review and improve the organisation of some group activities to make sure that older children are able to concentrate fully on their learning
- increase opportunities for all children to learn about the similarities and differences between themselves and other communities, in order to extend their understanding of the world as fully as possible.

### Inspection activities

- The inspector spoke with parents, viewed their written feedback and took account of their views.
- The inspector looked at some documentation and held a discussion with the manager.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector jointly observed and discussed an activity with the manager. She observed the quality of interactions between staff and the children, and the impact on children's learning.
- The inspector sampled a range of documentation, including assessment records, planning, policies and procedures, and feedback from parents.

### Inspector

Sarah Richards

## Inspection findings

### Effectiveness of leadership and management is good

The manager demonstrates great enthusiasm, and aspires to regularly improve the setting. Recruitment procedures are rigorous and regular checks on staff ensure they are suitable to work with children. Safeguarding is effective. All staff understand their responsibility to safeguard children's welfare. The manager uses robust systems to closely monitor staff performance and provides targeted training. Effective systems to identify any gaps in children's learning have been established. Staff work well in partnership with other professionals, to ensure children who have special educational needs and/or disabilities are well supported. Parents are delighted with the level of care their children receive. Partnerships with parents are strong.

### Quality of teaching, learning and assessment is good

An engaging pre-school environment and an effective staff team enables children to have a positive attitude to learning. Staff have a wide range of qualifications and experience. They use their skills effectively to promote children's learning. Staff skilfully question children, helping to support their communication and language skills. They promote children's mathematical skills effectively. For example, during snack time, staff promote children to count the number of slices of cucumber and apple. Children are given a wide range of opportunities to learn about the natural world. For instance, they help to care for stick insects and observe wildlife in the woodland area.

### Personal development, behaviour and welfare are good

The key-person system is effective and children are relaxed in the company of staff. Children are supported well in developing the skills that they need to adopt a healthy lifestyle. The setting is clean and staff implement hygiene routines consistently. Children play happily for long periods outdoors, with a wealth of activities to support their all-round development. For example, children relish digging in the soil, playing with water and creating games using the mud kitchen. Children demonstrate they understand the simple boundaries within the setting and have an awareness of keeping themselves safe as they play. For instance, they take turns when balancing across the obstacle course.

### Outcomes for children are good

Children behave well and are confident with their self-care skills. Children learn to manage tasks for themselves to support their independence, such as putting their boots on to explore the stimulating outdoor area. Children communicate their needs and feelings confidently and learn how to share and play kindly with others. Children show curiosity to explore and enjoy fun activities, such as using tweezers to explore cooked spaghetti.

## Setting details

<b>Unique reference number</b>	EY434971
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10060701
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	21
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Pumpkin Patch Day Nurseries Limited
<b>Registered person unique reference number</b>	RP902495
<b>Date of previous inspection</b>	15 December 2014
<b>Telephone number</b>	01189326311

Pumpkin Patch Pre-School registered in 2011. Sessions are Monday to Friday from 9am to midday and midday to 3pm, term time only. The setting is closed on Friday afternoons. Children may stay for lunch, attend morning or afternoon sessions, or stay for the day. The staff team includes six staff with appropriate early years qualifications. The pre-school receives funding to provide free early education for children aged two, three and four years.

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