

# Inspection of Little Pumpkins Nursery Ltd

2-4 Crowther Road, LONDON SE25 5QW

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Inspection date: 20 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and secure. This is because staff take great care to find out as much as possible about children to build close, strong relationships. For example, they carry out home visits to get to know children really well. They find out about children's home care routines and interests, which they use to provide familiar routines and activities that children enjoy. Children settle very well. Overall, they gain good independence skills, such as putting on their coats and preparing fruit snacks, and staff support younger children to gain these skills. However, there is a lack of organisation at lunchtime in the pre-school room. This can lead to children not being fully supported in their personal development. Children have a very good understanding of their feelings. This is because staff help children to manage their feelings well. For instance, they talk to children about how they are feeling and discuss ways to handle their emotions. Children behave well. This is because staff manage their behaviour effectively. Children show a good awareness and understanding of staff expectations. Staff support children to learn to respect themselves and others from diverse cultural and religious backgrounds. For instance, staff discuss special events and festivals with children. They use a variety of multicultural resources, such as puzzles and books, to support their understanding further. Children are confident and motivated to learn.

### **What does the early years setting do well and what does it need to do better?**

- Staff offer children a broad variety of stimulating activities. They link activities to children's interests effectively and children engage well in tasks. Staff carry out regular observations of children, which they evaluate well to work out what children need to learn next. Staff ensure that children are appropriately challenged. Children make good progress.
- Staff support children's early literacy skills successfully. For instance, children are constantly engaged in different types of books. They point out their favourite characters and retell stories. Older children have good knowledge of letters and the sounds they make, and many children can recognise their names. Staff provide special 'chatterbox' activities to give additional language support successfully.
- Staff provide children with effective ways to develop their imagination and to play well together. For example, role play areas are very well resourced and children take part in creative storytelling. They take on different roles and play cooperatively, sharing and taking turns well. Children take part in free painting and play dough activities where they follow their own creative ideas.
- Staff have very strong and highly effective links with parents and other professionals involved in children's care and learning. They provide parents with regular updates on their children's progress in flexible and successful ways. For example, staff share information on children's care and learning by giving

parents daily verbal feedback and through secure electronic learning journals. The manager provides workshops for parents to support their skills and knowledge, such as paediatric first-aid training. Staff work with health professionals in highly effective ways. For instance, they invite them into the nursery to share information and work closely together to promote best outcomes for children with special educational needs and/or disabilities.

- The manager supports her staff well. She regularly meets with them individually to discuss work performance, workload and training needs. Staff have attended a variety of courses, including a course on working with parents, which led to improvements in this area. The manager supports staff well-being effectively. For example, staff can work flexible hours to suit their needs. If they have any issues of concern, they can contact the manager at any time.
- At times, the lack of organisation of the lunchtime routine in the pre-school room gives rise to children losing concentration and they become distracted from tasks.
- Children take part in daily healthy routines. For instance, they get involved in regular physical activities such as climbing, balancing and moving in different ways using a variety of equipment. Staff provide well-balanced meals and snacks. However, they do not consistently increase children's understanding of the value of their healthy routines, such as participating in regular physical challenges and eating nutritious food.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have good knowledge and understanding of procedures to follow if they are concerned about a child's well-being. They undergo regular and comprehensive training to ensure that their skills and knowledge are kept up to date in all areas, including female genital mutilation and the 'Prevent' duty. The manager performs a series of thorough background checks on staff to ensure that they are suitable for their roles. Staff and children take part in regular evacuation drills and know how to leave the premises safely in emergencies.

## **What does the setting need to do to improve?**

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

- review organisation of routines, particularly in relation to lunchtime in the pre-school room, to support children's personal development further
- consistently increase children's understanding of the benefits of their healthy routines, such as eating healthy food and taking regular physical exercise.

## Setting details

<b>Unique reference number</b>	EY468690
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10125086
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	68
<b>Number of children on roll</b>	94
<b>Name of registered person</b>	Little Pumpkins Nursery Ltd
<b>Registered person unique reference number</b>	RP525220
<b>Telephone number</b>	020865652517
<b>Date of previous inspection</b>	18 December 2017

## Information about this early years setting

Little Pumpkins Nursery Ltd registered in 2013 and is located in South Norwood, in the London Borough of Croydon. The nursery is open from Monday to Friday from 7.30am to 6pm for 51 weeks of the year, except for bank holidays. There are 28 staff, including the manager, 21 of whom hold appropriate early years qualifications. This includes one who holds a level 6 qualification in early years, nine who hold a level 3 qualification in childcare, and 11 who hold a level 2 qualification in childcare. The nursery receives funding for free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Jenny Beckles

## Inspection activities

- The inspector carried out a joint observation of a group activity with the manager.
- The inspector went on a learning walk around the nursery with the manager and discussed the curriculum.
- Interaction between staff and children was observed and the inspector spoke with children, when appropriate.
- The inspector tracked the experience and activities of several children.
- Some documentation was checked and the inspector held a discussion with the manager.
- The inspector considered the views of staff and parents during the inspection.

We carried out this inspection 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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