

# Inspection of Pumpkins Pre-School - Sherston

Recreation Ground, Green Lane, Sherston, Wiltshire SN16 0NP

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Inspection date: 10 February 2022

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Not applicable

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Children's safety is at significant risk due to weaknesses in safeguarding arrangements, particularly in relation to how the provider manages child protection concerns. The provider fails to follow local safeguarding procedures when there are ongoing concerns about children's welfare.

Overall, children settle well in the small, welcoming environment. When children arrive at the pre-school, staff greet them with a warm smile. Children benefit from a meaningful learning environment. They have free-flow access to the garden and use a sheltered outdoor classroom space, where they can participate in forest-school activities, such as making bird feeders. Children learn about the world around them, such as through discussions about how things grow and global warming and the effects it has on the ecosystem. Staff provide opportunities for children to revisit and consolidate their learning. For example, they narrate to the children while playing alongside them, creating a language-enriched environment. Staff support children to talk about their emotions and use effective strategies to help children regulate their behaviour. However, due to weaknesses in safeguarding practice, children's safety is not fully assured.

Due to the COVID-19 pandemic, parents do not currently enter the setting. During national lockdown, staff remained in regular contact with children and their families through online sharing platforms. For example, they shared videos of storytelling and activity ideas. The provider kept parents up to date about any changes in government guidance and adapted the provision to stay open for vulnerable families.

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

- The provider demonstrates a poor understanding of her role to safeguard children adequately. Despite being aware of a number of safeguarding concerns about a child in her care, she has failed to prioritise children's safety. She investigated welfare concerns and did not take immediate action to report these to the relevant agencies, as required. Consequently, she has neglected to implement her own safeguarding policy and the procedures of her local safeguarding partnership.
- The designated safeguarding person is not effective in her role. Despite reporting an initial welfare concern about a child in her care, she has missed several opportunities to report further disclosures about this child that staff have reported to her. She has failed to implement the nursery's safeguarding policy and procedure, consequently putting children at risk of harm.
- Staff do not have an up-to-date knowledge of wider safeguarding issues, such as domestic abuse and peer-on-peer abuse. Consequently, not all staff are able

to recognise and act on possible signs and symptoms of abuse. This creates a complacent safeguarding culture, which has a significant impact on children's safety.

- Children enjoy discussing environmental issues with staff, including global warming and pollution, and the impact that these have on the planet. Children show an interest in learning about life cycles and caring for living things. For example, they participate in bird watching, learning all about the different species and their habitats. Children water plants and discuss what they need to grow. They recall and predict past learning and experiences, such as attending a theatre performance of 'The Nutcracker'.
- Children learn to develop their self-care skills and benefit from healthy meals. They actively participate in physical exercises, such as the daily mile, yoga and rugby. Children have the freedom and independence to take the lead on what they want to learn next. Children gain new experiences, such as a trip to the local church or a visit from the local farmer. Staff give children lots of praise and encouragement, building their confidence and self-esteem.
- Parent partnerships are positive. Parents praise the pre-school staff for their effective communication throughout the pandemic. Parents are happy with the service they receive. Parents and staff work together to support children's learning and development. Staff communicate with parents regularly and provide an overview of their child's day using daily diaries.
- The provider meets regularly with the manager and staff team to carry out supervision and appraisal meetings. She identifies individual targets to support staff in their professional development. However, staff do not receive the support they need to ensure they keep accurate child records. For example, staff use odd pieces of paper to record safeguarding concerns and incidents where they have had to use physical intervention. The manager does not check required records to ensure they are accurate.

## Safeguarding

The arrangements for safeguarding are not effective.

There are considerable weaknesses in safeguarding practices that impact significantly on children's welfare. While some staff have a suitable knowledge of safeguarding procedures, these are not embedded in practice, creating a weak safeguarding culture in the pre-school. While essential messages are shared between staff, the provider has failed to act on key information or keep consistent records to share with the relevant agencies. Concerns about children's welfare have not been referred to child protection agencies swiftly, compromising children's welfare. The pre-school follows safer recruitment procedures and has been awarded 'Millie's Mark' for ensuring all staff have attended paediatric first-aid training.

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

**The provision is inadequate and Ofsted intends to take enforcement**

**action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
make sure leaders and staff understand their responsibility to keep children safe from the risk of harm and ensure they follow their safeguarding policy for reporting any concerns, in line with the procedures of their local safeguarding partnership	01/03/2022
ensure the designated safeguarding lead practitioner has a clear understanding of their role, including responding appropriately to the signs of abuse and notifying relevant agencies without delay	01/03/2022
ensure staff have up-to-date knowledge of wider safeguarding issues, such as domestic violence and peer-on-peer abuse, and are alert to any issues of concern in a child's life at home or elsewhere, to keep them safe from harm	01/03/2022
maintain accurate safeguarding records to ensure children's safety and well-being, including when physical intervention is used to avert immediate danger to any person, while informing parents on the same day or as soon as reasonably practicable.	01/03/2022

## Setting details

<b>Unique reference number</b>	2527895
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10210355
<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>	2 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Pumpkins Nursery Limited
<b>Registered person unique reference number</b>	RP903521
<b>Telephone number</b>	07590 424001
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Pumpkins Pre-School - Sherston registered September 2019. The setting is located in Malmesbury, Wiltshire. The pre-school operates Monday to Friday from 7.30am to 6pm, all year round. The provider employs nine staff to work with the children. The majority of staff hold relevant qualifications, ranging from level 2 to level 6.

## Information about this inspection

### Inspector

Louise Phillips

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the setting.
- The manager and the inspector completed a learning walk. The manager talked about their curriculum and what she wants children to learn.
- The inspector spoke to parents to gather their views about the setting, including how they have been supported during the pandemic.
- The inspector carried out a joint observation with the provider and they jointly evaluated the quality of teaching.
- The inspector spoke to children and held discussions with staff throughout the inspection.
- The inspector checked the relevant documentation, such the setting's safeguarding policy and procedures, incident records, and evidence relating to staff suitability checks.
- The inspector held a leadership and management meeting with the manager and the provider, and kept them informed throughout the inspection of any concerns.

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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