

# Inspection of Pumpkin Patch Nursery

21 St. Botolphs Road, Worthing, West Sussex BN11 4JS

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Inspection date: 16 February 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is outstanding**

Children flourish at this inspirational nursery. From the moment they are greeted by the warm and knowledgeable staff, they settle quickly. They become deeply involved in their learning and are soon busy and active in the highly stimulating and creative environment.

Staff have high expectations of the children's behaviour, learning and development. Children learn to think about the needs of others as they work in small groups and with their friends. They form exceptionally strong bonds with the nurturing staff, who know them extremely well. They play confidently in the safe and secure home-from-home atmosphere.

Children know they are important and unique. They are confident that staff not only listen to them, but completely value their ideas and thoughts. They enjoy in-depth projects and explorations to develop their skills and knowledge. For example, their artwork, thought processes and ideas are displayed as 'installations' around the nursery. This helps children develop a highly positive sense of themselves as capable and confident learners.

Children's high self-esteem and self-belief motivates them to investigate and discover new things about themselves and the world around them. They use exciting resources to stimulate and provoke thoughtful experiments. For instance, older children used slow-release photography, and babies made shadows, as they learned about light.

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

- The leadership and management team is truly inspirational. Their dedication and passion to maintaining the best outcomes for all children is exceptional. They support all staff extremely well, through highly effective meetings, professional development and mentoring. Leaders have a well-defined and researched understanding about what they want children to learn, and why. This ethos is securely embedded in staff practice.
- Staff create a truly ambitious curriculum for all children, including those with special educational needs and/or disabilities (SEND), and those who speak English as an additional language. They provide rich, meaningful and well-sequenced activities to help babies and children become the best they can be. By carefully watching how children learn, staff encourage children to go 'above and beyond'. They demonstrate excitement and awe as children gain new knowledge and skills.
- Staff skilfully use 'projects' to stimulate children's thinking and knowledge and across all areas of learning. For example, staff used a project about volcanoes to

introduce children to new words, such as 'lava', and mathematical concepts, such as scale and measuring. While younger children are fascinated by mixing and blending colours, older children demonstrate high-level skills in drawing and 'writing'. For instance, one child describes how he has written the word 'volcano' as if it is lava spilling from the top of the mountain.

- Staff maintain sensitive and consistent routines for babies, who thrive in their nurturing care. Babies are confident and curious, and happy to explore the stimulating toys and resources. For instance, babies love to climb in and out of cardboard boxes, while toddlers use them for posting games, shining torches into, and hiding.
- Children benefit from the innovative and inspirational outdoor area. Staff create exciting opportunities for children to develop their physical skills, self-confidence and knowledge. Babies and toddlers safely climb, slide and ride as they strengthen their muscles for crawling and walking. Children develop their self-esteem, strength and confidence as they 'test' and challenge their large physical skills, such as on the tyre-swing, climbing frame or in the hammock. All children use their senses as they play with a wide and varied range of natural materials.
- Staff demonstrate significantly high-level interactions with children all day. This supports children to develop good communication and language skills. Stories and songs are used particularly well to help young children learn and repeat new words. For instance, toddlers join in with the words to familiar rhymes.
- Children use props and natural materials to create their own stories and small-world play. For example, children make up an elaborate story as they build a tall rocket from clay. Staff make excellent use of group times to help children express their thoughts, develop ideas and name feelings.
- Partnerships with parents are superb. During the COVID-19 pandemic, parents could not come into the nursery. However, staff created new and innovative ways to stay in touch, such as by using technology. Staff ensure they meet and speak with parents outside, every day, when their children arrive and leave the nursery. Parents say they feel connected to their children's learning and are supported to help them at home. They praise staff for their dedication and commitment to their children's learning.

## Safeguarding

The arrangements for safeguarding are effective.

The leadership and management team ensure all staff know how to keep children safe from harm and abuse. Procedures for recruitment are robust. Leaders ensure all staff are suitable to work with children. Staff know how to refer their concerns if they are worried about children's welfare. They know about the signs and symptoms of abuse, including wider safeguarding issues, such as children being exposed to extreme views or radicalised behaviours. Children are taught to keep themselves safe in meaningful ways. For example, they are encouraged to think carefully and assess risk as they play outdoors. Staff share timely records and information with other professionals to ensure the well-being of children.

## Setting details

<b>Unique reference number</b>	EY555339
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10175054
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	90
<b>Number of children on roll</b>	200
<b>Name of registered person</b>	O'Hara, Anita Dawn
<b>Registered person unique reference number</b>	RP513552
<b>Telephone number</b>	01903 236643
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Pumpkin Patch nursery opened in 2018 and is in Worthing, West Sussex. It is one of a group of four nurseries, owned by Pumpkin Patch Nurseries Ltd. It is open Monday to Friday, from 7am to 6pm, all year. The nursery receives free early educational funding for children aged two-, three- and four-years old. There are 46 staff, of whom 34 hold appropriate childcare qualifications from level 2 to level 6. The manager holds a level 3 qualification. The nursery follow the 'Reggio Emilio' approach and the 'Scandinavian Forest school approach' to deliver their early years curriculum.

## Information about this inspection

**Inspector**  
Alison Martin

## 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 their evaluation of the provider.
- The area manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum. The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The special educational needs coordinator spoke with the inspector about how they support children with SEND.
- Children and parents shared their views of the nursery and the inspector took account of these.
- The manager and inspector carried out a joint observation of a group activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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