

Inspection of Lawford's Little Pumpkins Pre-School CIC

The Ling Hall, The Avenue, Lawford, Manningtree, Essex CO11 2FR

Inspection date: 17 May 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Children receive good quality teaching and make progress in their learning. They benefit from a broad and exciting curriculum, both indoors and outdoors. Children are welcomed by caring and attentive staff and leave their parents with ease, eager to investigate activities on offer. They are happy and settled and demonstrate that they are confident and feel safe and secure. Children have established close bonds with their key person, who knows the children well. Staff place a strong emphasis on positively following children's own interests when planning activities, and this captures children's curiosity and imagination.

Children delight in their time outdoors and the exciting activities available to them. They make independent choices as to where they play, fully supported by the nurturing staff. Children plant bean and sunflower seeds and discuss what is needed to make them grow. They learn to take risks safely as they climb trees, supported by staff. Children fully understand the expectations and rules to keep them safe. For example, they tell visitors to the pre-school about the importance of one child on the swing at any time. They negotiate space well as they ride bicycles, careful not to bump into their friends. Staff speak with care and respect to the children and offer lots of praise for their efforts. Overall, children's behaviour is good.

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

- Leaders and staff have worked extremely hard since the last inspection to implement the required changes. They have engaged effectively with the local authority and have worked in partnership with them to develop the pre-school. Staff have been supported well to meet the actions raised at the last inspection. For example, the completion of training, implementation of a new-style curriculum, monitoring process and the reorganisation of the environment means that children now make good progress.
- The new manager is committed to providing children with high-quality care and education and has made positive changes to benefit the children attending. She is fully supported by senior managers and there is a strong ethos of reflection and evaluation to ensure the best outcomes for children. The staff speak positively and with enthusiasm about recent changes. They comment that they feel valued by the leadership team and are supported through training opportunities. Staff are happy in their role and enjoy their time at work.
- Partnerships with parents are strong. Parents comment that the 'amazing' staff invest time in getting to know their children. They report that their children have made good progress in their development since starting at the pre-school, and, in particular, the past months. Staff understand the importance of effective partnership with parents and the positive impact this has on children's well-being

and learning. Parents are kept informed about their children's next steps and provided with ideas for activities that will help to support their children's learning at home.

- Children's speech and language are supported well. Children also learn Makaton to help them to communicate. Staff are skilful in their interactions with children. They provide a running commentary during activities and introduce new words to extend their vocabulary. Lots of mathematical language is used. For example, staff talk about 'higher', 'lower' and 'three-dimensional shapes', such as cubes, when making shapes with play dough. However, at times, some staff use too many closed questions that do not enable children to think critically.
- The pre-school is fully inclusive, and all children make good progress, including those who need additional support. The special educational needs coordinator is extremely knowledgeable, experienced and passionate about her role. Positive professional relationships have been established with outside agencies to ensure that all children reach their full potential.
- Role play is very popular, and children show sustained concentration and enthusiasm as they use their imagination. They act out real-life and familiar scenarios as they make dinner. Children explore a variety of real vegetables. They have fun peeling, chopping and mashing vegetables, fully supported by staff. Through meaningful, well-planned routines and activities, children learn the skills they need to be independent. They confidently take care of their personal needs, make decisions where to play and are confident speakers. Children are fully prepared for the transition to school and successful future learning.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff team fully understand their responsibilities to protect children's welfare. Risk assessment is effective and ensures that premises and environments for children are kept clean, safe and secure. Priority is given to ensure that the staff have a secure knowledge of child protection issues and know how to respond promptly and appropriately should they have a concern about the well-being of a child in their care. Staff attend regular training and have many opportunities to refresh their knowledge of wider aspects of child protection on a regular basis. A robust recruitment process means children are cared for by staff who are suitable to do so.

What does the setting need to do to improve?

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

- support the staff to make the most of their interactions with children, to progress their language, communication and thinking skills further.

Setting details

Unique reference number	EY409411
Local authority	Essex
Inspection number	10270078
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	54
Name of registered person	Little Pumpkins Pre-School C.I.C.
Registered person unique reference number	RP529916
Telephone number	01206 413126
Date of previous inspection	7 December 2022

Information about this early years setting

Lawford's Little Pumpkins Pre-School CIC registered in 2010. The pre-school employs 10 members of childcare staff. Of these, eight hold an appropriate early years qualification at level 2 or above. One member of staff holds qualified teacher status. The pre-school opens from Monday to Friday, 50 weeks of the year. Sessions are from 8.30am to 3.30pm. The pre-school receives funding to provide free early education for two-, three-, and four-year-old children.

Information about this inspection

Inspector
Lynn Hartigan

Inspection activities

- This was the first routine inspection the provider has 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 manager and the inspector completed a learning walk together and discussed the curriculum and what it is that the team want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation together.
- The inspector spoke with staff and children at the inspection.
- Parents provided the inspector with oral and written feedback.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.

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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