

# Inspection of Pumpkin Patch Nursery

Unit 1, Chanctonfold, Horsham Road, Steyning BN44 3AA

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Inspection date: 1 June 2023

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

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

### The provision is good

Children settle quickly and are eager to start their day. Staff have good relationships with the children and know them well. This enables staff to plan experiences that are tailored to meet children's learning needs. The spaces where children play and learn are well considered. This ensures that children have access to a wide range of opportunities to help them make choices about their own learning. Children engage in investigations that ignite their interests and provide them with enriching experiences. This fosters a sense of curiosity to explore their ideas. For example, children are currently fascinated by crocodiles and collaboratively discuss their views. They describe what they notice about crocodile features and how they can find out more to directly influence their artwork.

Children behave well and have positive attitudes to learning. They enjoy meaningful interactions with friends and have good levels of language to share their ideas. They talk about their 'special helper' responsibilities and take steps to fulfil these. For example, they fill jugs to water the plants in the room. This helps them to learn about taking responsibility. Furthermore, children concentrate well as they participate in yoga sessions. This helps to develop children's physical skills in balance and core strength.

Babies benefit from a well-organised and calm environment. They persevere as they practise developing their physical skills, climbing and crawling through the large play unit. They are fascinated by their reflections in mirrors. Staff point and name the features on their faces. This captures the babies' attention and sparks their sense of curiosity.

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

- The ambitious manager has high expectations for all children who attend. She works closely with senior leaders to evaluate the effectiveness of the provision. As a result, there is good oversight to ensure that staff plan and implement an effective curriculum. This is designed to give children a secure foundation to provide them with the skills, knowledge and understanding for their future learning.
- Staff spend time with the children to understand what they need to learn based on what they already know and can do. They use this knowledge to deliver experiences that challenge children's thinking and motivates them to learn. At times, there are some minor inconsistencies in the quality of teaching practice. However, the manager recognises where additional support is needed to drive improvement. This is to ensure that there is consistency in teaching skills throughout the provision. Nevertheless, there are many rich and engaging experiences on offer to really support children's learning and development well.

For example, children show interest in letters of personal significance. Staff support them to learn about the sounds linked to letters and words beginning with these. This helps children to develop early literacy skills.

- Staff support children to learn about behavioural expectations. They provide explanations to encourage them to be respectful towards their friends. Consequently, this helps children to consider how their actions can impact themselves and others. Furthermore, children are learning about the language of emotions. Staff read storybooks to help children make sense of these difficult concepts. This contributes towards children being able to express how they are feeling and regulate their behaviours.
- Children have many opportunities to practise independence skills that promote their own health and safety. For example, they show persistence and concentration as they attempt to peel their own oranges and relish the chance to use acrylic knives to chop fruit for snack time. They seek out tissues to blow their own noses and know to wash their hands before mealtimes. Leaders listen closely to comments made by children and use this to extend discussions about online safety. However, this is yet to be fully embedded in the provision.
- Staff make use of a meadow close to the nursery. This provides children with a variety of rich experiences to support their learning. For example, children learn how to use cameras to take photos of what they notice and use these pictures to further enhance group discussions. This helps children gain an understanding of the natural world.
- Overall, there are good systems in place to ensure the effective and smooth running of the provision. However, there are some minor administrative oversights and miscommunication about new staff's checks. Despite this, leaders and managers ensure that risk assessment is in place so that children are consistently safe.
- Parents speak with overwhelming enthusiasm and highly commend the provision and care given to their children. They comment on the good communication that provides parents with details about their children's ongoing development and progress.

## Safeguarding

The arrangements for safeguarding are effective.

All staff demonstrate that they have secure knowledgeable about child protection matters. They receive training so they can confidently discuss aspects of safeguarding such as county lines, domestic violence and extremism. Staff know the indicators that a child may be at risk of harm. They understand the processes to report any concerns, in line with local procedures. This includes knowing how to refer concerns about a colleague's conduct. Risk assessment is in place for all areas of the provision to ensure that it is safe and suitable for all children who attend. This helps to ensure that all children are effectively safeguarded.

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

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

- provide even more support to develop staff teaching skills to the highest level so all children receive consistent learning opportunities
- provide opportunities for children to learn about how to keep themselves safe when accessing digital technology online
- review the management of information and records held on staff to prevent minor administrative oversights, to support the smooth running of the provision.

## Setting details

<b>Unique reference number</b>	2720432
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10295846
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	80
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	O'Hara, Anita Dawn
<b>Registered person unique reference number</b>	RP513552
<b>Telephone number</b>	07717307437
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The provider registered in January 2023. The setting is based in Steyning, West Sussex. It offers care for children between 7.30am and 6pm, all year round. It provides funded early education for children aged three and four years. There are 12 members of staff, with nine holding appropriate early years qualifications between level 2 and qualified teacher status. Staff have full and relevant first-aid training in place.

## Information about this inspection

### Inspector

Sherrie Nyss

## 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector observed the interactions between children and staff and assessed the impact of teaching on children's learning.
- The manager completed a joint observation with the inspector to assess the quality of teaching.
- Staff spoke to the inspector about their role, knowledge of their key children, training opportunities and the procedures they follow to keep children safe.
- Parents were invited to share their views about the provision.
- The operations director and manager completed a learning walk with the inspector to explain the provision's curriculum.

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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