

# Inspection of Pumpkin Patch Day Nursery

166 Alexandra Road, FARNBOROUGH, Hampshire GU14 6RY

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Inspection date: 28 June 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 Good

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

### **The provision is good**

Children and their families are warmly greeted by staff as they arrive at this homely nursery. This helps to set the tone for children's busy day ahead. Children behave well, showing good manners and respect towards others. Staff plan motivating activities that spark children's curiosity. Children are free to choose from a wide range activities, indoors and outdoors. They readily apply their prior knowledge to their new learning. For instance, older children look at a book displaying insects and talk to each other about their features. Later in the day, children delight in searching for these insects in the garden. They remember that a millipede has more legs than a woodlouse. This helps to support children's understanding of the natural world.

Staff are caring and attentive to children's needs. They are committed to ensuring that all children are happy, secure and develop positive relationships. For example, babies enjoy spending time with staff, who encourage them to explore musical instruments and experiment with different sounds. Staff promote confidence as toddlers sing songs of their choice at group time. Pre-school children work responsibly with staff and build an obstacle course designed to promote physical skills, such as balancing, climbing and jumping. This shows that children's views are valued, which gives them a true sense of belonging.

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

- Leaders have a clear vision for improvement. They act with great integrity, keeping children's best interests at the centre of their decisions. For example, they effectively use additional funding that children may be entitled to in ways that help them to achieve their best and feel part of life at the nursery.
- The special educational needs coordinator (SENCo) is instrumental in ensuring children with special educational needs and/or disabilities (SEND) make equally as good progress from their starting points, as their peers. She seeks advice from external professionals and works closely with parents to meet these children's individual needs effectively. The nursery's SENCo models language interventions targeted at children with speech delay. Staff then feel equipped to continue these focused teaching activities.
- Staff place a strong emphasis on promoting children's communication and language skills from the start. For instance, babies hear new words and apply these in different situations. Toddlers repeatedly sing their favourite songs with high energy and good retention of words. Pre-school children readily share their ideas with friends to complete a task successfully. In this way, children become confident communicators.
- Staff help children to understand the importance of leading a healthy lifestyle. For instance, children access the garden daily for fresh air and exercise. Staff

talk about healthy eating choices and provide a delicious range of home-cooked, nutritious food. Children talk with confidence about the impact of sugary foods on their teeth. They independently use cutlery, pour own drinks and self-serve helpings of vegetables. Older children are particular experts in managing their self-care. They know the importance of washing hands before eating and after using the toilet.

- The manager and staff have created a clear and well-sequenced curriculum which helps children develop their curiosity and imaginations. Overall, staff consider activities that match children's interests, abilities and needs. However, some staff do not always plan adult-led activities precisely enough to allow each children to learn to the best of their ability. On occasion, staff teach a broad range of concepts that children appear to already know.
- Staff report high levels of satisfaction and well-being, which positively impacts their working environment. However, on occasions, staff's practice is not monitored sharply enough by the manager. At these times, her feedback to staff does not target specific ways to improve their practice, knowledge and skills to achieve consistently high quality of teaching across the nursery.
- Parents speak extremely highly of the manager and staff. They comment on the amazing care their children receive. Parents appreciate help with ideas and suggestions that make a significant difference to their children's development at home. They describe the impressive progress their children have made since starting at the nursery, particularly in their independence, confidence and happiness. This partnership with parents is a real strength of this nursery.

## Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff receive regular safeguarding training to help them understand how to keep children safe from harm. Staff recognise the potential signs and symptoms of abuse, including any risks associated with extreme views and behaviours. They are secure in their understanding of the procedures to follow should they have any concerns about a child's welfare or an adult associated with children's care. The manager follows robust recruitment procedures, and regularly checks ongoing suitability to ensure that all staff are suitable to work with children. Staff carry out risk assessments to ensure that children play in a safe and secure environment.

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

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

- strengthen planning of adult-led activities to focus more precisely on clear learning intentions for all children
- monitor staff practice more sharply and provide feedback on how to consistently

achieve the highest level of teaching.

## Setting details

<b>Unique reference number</b>	EY363805
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10295397
<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 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Pumpkin Patch Day Nurseries Limited
<b>Registered person unique reference number</b>	RP902495
<b>Telephone number</b>	01252 545898
<b>Date of previous inspection</b>	4 December 2017

## Information about this early years setting

Pumpkin Patch Day Nursery registered in 2007. It is located in Farnborough, Hampshire. The nursery is open Monday to Friday, from 8am to 6pm, all year round. It receives funding for the provision of free early education for children aged three and four years. The nursery employs 10 staff, nine of whom hold appropriate early years qualifications. One member of staff is qualified at level 6 and eight at level 4 and below.

## Information about this inspection

### Inspector

Sonia Panchal

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the nursery and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their verbal and written views about the education and care their children receive.
- The inspector looked at relevant documentation.

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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