

Inspection of Pumpkins Pre-School

Champney Hall, Stanwell Road, Horton, Slough SL3 9PA

Inspection date: 8 December 2023

Overall effectiveness **Good**

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

The energetic staff give children a warm welcome on arrival at the small community pre-school. Children are encouraged to be independent as part of their morning routine. For instance, children hang up their coats and place their bags onto a trolley. They self-register by selecting their names and placing them into a basket. They quickly engage in their play as they freely explore the well-resourced environment. Children demonstrate that they feel happy and safe.

Children of all ages behave well during their time at the pre-school. They are learning to manage their own feelings and behaviour well. For instance, during free play in the sand, children can be heard resolving minor conflicts independently. They share resources fairly as they play and learn together. Relationships reflect a positive and respectful culture and impact positively on children's personal, social and emotional development.

Staff have high expectations for all children, including those with special educational needs and/or disabilities (SEND). For example, they continually track children's development across the early years foundation stage curriculum. This enables them to highlight any gaps in their development. Staff target their teaching to ensure that these gaps close and that children make continued progress.

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

- Staff know the children well; because of this they create an environment that is planned around their current interests and next steps in development. For example, children are highly engaged as they freely explore a Christmas craft activity. They are excited to make items for their family members. Children develop their fine motor skills as they learn to use scissors and other mark-making materials competently. Staff offer support and guidance which ensures that children are successful in their learning. Children make continued progress across the seven areas of learning and development.
- Staff generally support children's language development well. For instance, children enjoy sharing story books with staff and with their friends as they independently access books around the setting. However, there are occasions when staff do not effectively support children's development of vocabulary. For example, as children engage in free play they regularly share their ideas. Staff are not always consistent in supporting children to explore their ideas further and to introduce new words into their play.
- Staff have high expectations for children's behaviour and conduct. Children listen and respond positively to adults. For instance, during mealtimes, children sit sensibly and listen to instructions from staff. When staff ask for helpers, children are very eager to help tidy up. They independently wipe the tables and help to

carry items to the kitchen. Children enjoy the responsibility of completing these small tasks and have positive attitudes as they participate and work as a team. Children are developing a good sense of right and wrong as these expectations are applied consistently.

- Staff support children well to develop their emotional and physical health. For example, children play in the fresh air daily as they access the pre-school garden. They can run and climb on large play equipment. Staff use age-appropriate resources and literature, such as 'the colour monster', to help children learn about different emotions. Children learn to label different feelings successfully, which supports the development of their characters well.
- Staff generally support children to learn about healthy food choices. For instance, children explore an array of fresh fruit and vegetables in the home corner. They learn about visiting the dentist and tooth decay. Literature around the pre-school also supports children's understanding of healthy food choices. However, during mealtimes, staff do not provide consistent support for children to learn how to make healthy choices in relation to food and drinks. This could impact negatively on children's physical development as they are not consistently supported to make healthy choices.
- The manager and her staff team have developed close working relationships with parents. For instance, children's progress is regularly shared in a variety of ways to ensure that parents understand their children's next steps in development. All children, including those with SEND, make continued progress across the seven areas of learning and development. The continuity in education and care impacts positively on the outcomes for children and ensures that they are more than ready for their next stage of learning, especially school.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff team have created a positive culture around safeguarding. They undertake regular training to ensure that their knowledge and understanding of child protection and safeguarding are kept up to date. They can discuss a wide range of issues that may impact on the well-being of the children and families in their care, such as domestic abuse, grooming and county lines. Staff understand the company whistle-blowing policy and know whom they should report to if they have any concerns. The senior leaders follow safer recruitment guidelines and ensure the ongoing suitability of all staff who work with the children.

What does the setting need to do to improve?

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

- support children's understanding consistently about making healthy choices around food

- enhance staff's knowledge and understanding to enable them to consistently support children's language development.

Setting details

Unique reference number	EY470287
Local authority	Windsor and Maidenhead
Inspection number	10301611
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	17
Name of registered person	Fairhall, Kellie Louise
Registered person unique reference number	RP904438
Telephone number	07500224115
Date of previous inspection	17 January 2018

Information about this early years setting

Pumpkins Pre-School re-registered in 2013. It is a privately owned pre-school and is one of two settings. The pre-school is located in the village of Horton, near Slough, Berkshire. The setting is open each weekday between 9am and 3pm, during term time only. The setting employs four staff, of whom all hold appropriate early years qualifications.

Information about this inspection

Inspector

Nicky Webb

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff 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.
- The inspector spoke to several parents during the inspection and took account of their views.

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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