

Inspection of Pumpkin Patch Pre School

Mattingley Church, Mattingley Green, Mattingley, HOOK, Hampshire RG27 8LA

Inspection date: 9 July 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are settled and confident learners. Staff place them at the heart of everything they do. They provide an inclusive environment for all children and ensure that their individual needs are met. Children show good levels of emotional well-being and secure attachments between staff and children are evident. Children demonstrate that they feel safe by moving independently around the pre-school when they choose what they want to play with.

All children, including those with special educational needs and/or disabilities (SEND) make good progress from their starting points. They benefit from the staff's high expectations for what they can achieve. Staff complete regular assessments on children's learning to enable them to quickly identify when children are not developing typically for their age. They work well with other professionals to provide targeted support. This helps children with SEND to rapidly close gaps in their learning.

Children demonstrate a positive attitude to learning. They actively explore and investigate within the safe and highly resourced environment. Outdoor learning is an integral part of everyday routines. Children delight in the time they spend outdoors and use their senses to explore the world around them. Staff use children's interests to extend their knowledge. For instance, when children find a newt, staff encourage them to use books to find new information about this. Children excitedly share this information, such as telling others that newts catch food using their sticky tongue.

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

- Staff plan activities which allow children to take the lead in their own learning, based on what interests them. For example, children demonstrate high levels of imagination as they travel on the 'pirate ship' to 'Penguin Island'. Children tell staff that the ship will travel fast, and the waves will be enormous.
- Staff support children's communication and early literacy skills well. They are skilled when talking with children and books and stories are a fundamental part of children's play experiences. Children listen with interest to stories and identify that the characters are wearing kilts. They comment that these are like skirts and worn by people who live in Scotland. Staff extend their existing knowledge by explaining they are made from a material called tartan.
- Overall, children are keen to engage with the staff and take part in activities. Most children confidently complete tasks independently, have good social skills and demonstrate confidence in speaking and listening. However, occasionally some staff do not notice when less confident children may need help to join in fully with activities. This means that some children do not become as fully

engaged as they could.

- The kind and caring staff know the children well, including what makes them unique. They are responsive to their individual needs. For example, they offer cuddles and reassurance where needed.
- Staff encourage children to follow good hygiene routines, such as regularly washing their hands, and encouraging them to make healthy food choices. During snack, children have discussions with staff about the fruits they are eating and comment how these are good for them.
- Staff provide children with good opportunities to foster respect for diversity so that all children feel valued. For example, children learn about different festivals, such as the Bulgarian festival Baba Marta.
- On the whole, children behave well. Staff act as positive role models and rules are in place, such as being kind to others and treating others with respect. However, when children display unwanted behaviour, staff do not always explain why this is not acceptable. This means children do not always understand why they cannot do things and, consequently, despite being told no, they continue.
- Partnerships with parents are strong. Leaders and staff consistently share information about children's progress and make suggestions on how parents can support learning at home. For example, children take part in 'maths' challenges and complete tasks such as comparing and counting coins. These positive experiences help to promote children's early interest in mathematics.
- The management team show the highest regard for staff, ensuring they feel truly appreciated. Their well-being is a priority for leaders, which helps them in fulfilling their roles and developing their practice. Staff work exceptionally well as a team.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- focus more on encouraging all children to join in with activities
- strengthen the strategies in place for managing behaviour, and further support children to learn why their unwanted behaviour is not acceptable.

Setting details

Unique reference number	EY434971
Local authority	Hampshire
Inspection number	10350935
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	21
Number of children on roll	28
Name of registered person	Pumpkin Patch Day Nurseries Limited
Registered person unique reference number	RP902495
Telephone number	01189326311
Date of previous inspection	17 September 2018

Information about this early years setting

Pumpkin Patch Pre-School registered in 2011. It is located in Hook, Hampshire. Sessions are Monday to Friday from 9am to midday and midday to 3pm, term time only. The setting is closed on Friday afternoons. Children may stay for lunch, attend morning or afternoon sessions, or stay for the day. The staff team includes six staff with appropriate early years qualifications. The pre-school receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Ingrid Howell

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 her evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager and discussed the quality of teaching.
- The inspector asked staff questions to establish their understanding of how to safeguard children, and how they assess and plan for children's learning.
- The inspector took account of the views of parents through face to face feedback provided.

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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