



Pixieland Saltash

Inspection report for early years provision

Unique Reference Number	EY319269
Inspection date	17 July 2006
Inspector	Margaret Rose Sully
Setting Address	Long Park Road, Saltash, Cornwall, PL12 4AQ
Telephone number	01752 842423
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Registered person	Pixieland South West Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Pixieland Saltash is one of five nurseries run by Pixieland nurseries plc. It opened in 2006 and operates from four buildings in a purpose built setting. It is situated in a central position in Saltash, which is on the outskirts of Plymouth. A maximum of 130 children may attend the nursery at any one time. This also includes the out of school club for children between the ages of five-eight years. Children over the age of eight also attend. The nursery is open each weekday from 07:00 to 18:00 for 51 weeks of

the year. All children share access to a secure enclosed outdoor play areas.

There are currently 103 children aged from six months to 11 years on roll. Of these, nine children receive funding for early education. Children come from the local catchment area. The nursery supports children with learning difficulties and/or disabilities.

The nursery currently employs 18 staff. including ancillary staff. Of these, 12 hold appropriate early years qualifications and four are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children enjoy good access to fresh air where they use large equipment to promote their all round physical development. Their hand and eye co-ordination is promoted through games such as, catching a ball. Children are able to freely move between inside and outside activities in good weather, providing them with a different concept of space.

Children are gaining a sound awareness of hygiene issues. Older children are able to independently wash their hands, but staff do not always remind them of this. Disposable gloves and aprons are available for use by staff when attending to children's personal needs. However, although most staff use these, this practice is not consistent amongst all staff. Consequently, children are at some risk from the spread of infection.

Children enjoy a healthy balanced diet. Fresh fruit is available at café snack time. Children have access to fresh drinking water throughout the day. A more substantial snack is available in the afternoon which is also offered to the children attending the out of school club. Babies are provided with regular snacks and drinks especially in hot weather and are held whilst being fed. Meals are provided by an outside caterer and children's individual dietary needs are taken into account.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children enter into a welcoming and child centred environment, where their work is displayed. A staff photograph gallery informs children and parents who is who. Staff make every effort to ensure children are comfortable, especially in hot weather. However, the temperature in the pre-school room becomes high in hot weather, this issue is currently being addressed with electric fans and blinds are being fitted at the windows.

Children play with toys that are safe, suitable and appropriate for their age. Children's risk of accidental injury is minimised by staffs' sound knowledge in this area. Daily

visual risk assessments are undertaken inside and outdoors. However, on occasions the kitchen door in the pre-school room is propped open, where hazardous substances are stored in the cupboards. Fire drills are undertaken regularly but not all new staff are included, although this is covered during induction. The premises are very secure with access gained via a coded key pad on the front door, leading into the office and to where a visitors' book is signed.

Children attending the out of school club are collected by staff from school and escorted to the setting. This helps to ensure their safety. Children are protected from harm. Staff have a good awareness of what constitutes child protection issues and their responsibilities in this area. A policy is available for them to refer to if needed.

Helping children achieve well and enjoy what they do

The provision is good.

Children under two years old enjoy a good range of interesting age appropriate activities which include bubble blowing, a treasure basket and water play. Staff working with children of this age interact well, using Birth to three matters framework for young children's development to plan their day. They learn about their local environment through nature trails around the ground and walks within the local area. These children receive good consistent care from staff. Children over the age of two years are cared for with the pre-school aged children. Although the younger children benefit from this arrangement, because it helps them in their language and social skills, there are times when the older children need more time for their own activities. Children from the out of school club enjoy a good variety of activities and experiences.

The quality of teaching and learning is satisfactory. Planning covers all areas of learning and refers to the learning outcomes. Assessments are undertaken and although show some progress, are not done regularly. Initial assessments with parents are not recorded. It is therefore difficult to judge what progress children have made since attending the setting. The leader has a sound knowledge of the Foundation Stage. The activities and experiences satisfactorily cover the areas of learning and mostly meet the needs of individual children. However, teaching is not particularly innovative or stimulating and has some minor deficiencies.

Most children, especially the older ones are confident and talkative. They enjoy freely talking about their activities to each other and adults, both in a group or individually. Some show concern for others especially if they think they have hurt someone. For example, when they stand on another's toe they will enquire 'You OK?'

All children enjoy story time and photographic evidence shows them using books independently. They understand simple instructions such as, how to partake in an activity, for example, 'jumping over the puddles' game. Most children make very good attempts at writing their own name and these are recognisable. They are developing a wide vocabulary and use words such as 'cocoon' when talking about caterpillars in their tank. Children are learning about calculation and can recognise most numbers under 10 out of sequence. Children have a good understanding of shapes, knowing that a triangle has three sides. However, they do not use mathematical language

spontaneously.

Children are learning about their local environment and living things. They have their own tank garden and regularly look at the creatures in it. They learn about different cultures through celebrating various festivals throughout the year and play with resources reflecting positive images of different groups of people. They use technology correctly such as, a telephone in their role play. They enjoy joining in familiar songs and action rhymes. They enjoy creative play such as, marble painting, hand painting and their work is displayed around the nursery. Musical instruments are freely available if children choose to use them. This is an important part of their creative development.

Helping children make a positive contribution

The provision is satisfactory.

All children are welcomed into the setting. Staff have a sound knowledge of children's individual needs and address them satisfactorily. Children generally behave well and are developing an understanding of how their actions affect others. Staff have a quiet and calm approach to the children and children under two are developing warm relationships with their carers. Children with learning disabilities/difficulties are supported well by staff, who work in partnership with parents and outside agencies

Over the whole nursery there is a satisfactory system of communicating with parents using a daily contact book. Children are cared for in accordance with their parents wishes and their individual needs are effectively communicated to staff to support their care. Children's spiritual, social, moral and cultural development is fostered.

Partnership with parents and carers is satisfactory. Parents receive information about their child's progress within the setting. Daily contact books are exchanged and staff in the pre-school room provide written reports for parents. Staff also make themselves available on a regular basis to meet with parents. A prospectus and monthly newsletter covering all settings within the organisation are available for parents.

Organisation

The organisation is satisfactory.

All staff are suitably qualified and vetted in accordance with requirements. This assists in providing a safe environment for children. There are sufficient numbers of staff in attendance at all times and ratios are met. All mandatory records and documentation are maintained, stored securely and available for inspection as needed. This contributes to the smooth running of the setting. The organisation of the care provided for children over two years old is not effective enough and impacts on part of their day. For example, the younger children sometimes interrupt outside play of the older ones, on occasions they sit for half an hour waiting for their meal to arrive and because of the varying ages of children in the pre-school room, whole group time is not always conducive to learning.

The setting meets the needs of the range of children for whom it provides.

Leadership and management are satisfactory. The nursery has been operating for a short time and managers are committed to reviewing and developing the organisation of the provision and staff teamwork. Staff in the pre-school room are not always deployed effectively and do not always work cohesively. For example, they do not inform each other of when they leave the area. Although staffing ratios are not compromised, this results in one member of staff being left with all the children outside. Regular staff appraisals and room monitoring are undertaken by the manager in order to evaluate standards and improve practices. Staff are supported in their professional development and the nursery receives the support of the Foundation Stage advisory teacher.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since the last inspection Ofsted has received one complaint relating to National Standards 2 (organisation), 6 (safety), 7 (health), 8 (food and drink) and 12 (working in partnership with parents and carers). An unannounced visit was carried out on 11 May 2006; during this visit it was identified that the National Standards continue to be met and that the registered person continues to be suitable for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- take effective steps to prevent the spread of infection through raising staffs'

awareness of good practices around health and hygiene

- ensure hazardous substances are inaccessible to children

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide sufficient challenges for children
- raise all staffs' awareness of the Foundation Stage and what children are expected to gain from activities
- ensure the curriculum, staff and space are organised effectively in order that all children gain from the educational programme provided.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk