

Pixies Tree

Inspection report for early years provision

Unique reference number	131606
Inspection date	09/12/2008
Inspector	Catherine Louise Sample
Setting address	63 Portsmouth Road, Southampton, Hampshire, SO19 9BE
Telephone number	023 8044 5869
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Pixies Tree Day Nursery opened in 2000. It is owned and managed by the Pixies Day Nursery Group and operates from a detached building in the Woolston area of Southampton. There is easy access for younger children but provision for three- to five-year-olds is on the first floor. All children have access to a secure outside area. The nursery is open each weekday from 07:30 to 18.00 all year round. Children come from the local area and attend for a variety of sessions.

The nursery is registered on the Early Years Register to care for a maximum of 48 children. There are currently 79 children in the early years age range on roll. Of these, 28 receive funding for nursery education. The nursery supports children with learning difficulties and disabilities and those who speak English as an additional language. There are 18 staff working with the children. Of these, 14 hold appropriate early years qualifications and two are currently working toward a qualification.

Overall effectiveness of the early years provision

Children are making good progress as a result of the high levels of support provided by well-qualified staff who take positive measures to ensure that all children can take part in activities. Effective assessment and planning and close liaison with parents ensures that the individual needs of children are met. The provision is effectively monitored and evaluated and staff share a commitment to improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop resources and activities that help children from different cultural backgrounds feel included, safe and valued
- further develop systems to ensure a two way flow of information with other providers so that the care and education provided complements that received by children in other settings

The leadership and management of the early years provision

Staff work well as a team and have varied opportunities to discuss planning and the provision as a whole. They are effectively deployed in order to meet the needs of the children. They are well-trained and have good opportunities for further personal development. The provision is monitored and evaluated effectively and an action plan is in place for future improvement. Staff are encouraged to constantly review their practice to enable them to improve outcomes for children. There are robust procedures in place to safeguard children. Thorough recruitment and vetting procedures ensure that staff are suitable. Staff carry out thorough daily risk

assessments and have a sound understanding of child protection issues. All necessary records are maintained and comprehensive policies and procedures are implemented to ensure the safe and efficient management of the provision.

Children benefit from the strong links that staff have established with parents. There are regular opportunities to exchange relevant information. Parents are asked to share with staff something that their child has achieved at home and this information is displayed and used to inform planning. Parents are fully involved in establishing children's starting points when they begin attending the nursery. This strong liaison with parents helps staff to identify and meet the needs of all children. However, the nursery has not yet established full procedures for sharing information with other providers if a child attends more than one setting. Children who speak English as an additional language are generally supported well and encouraged to join in with all activities. The nursery has some multicultural books and toys but presently has limited resources that are familiar to children from specific cultural backgrounds which would help them to feel welcome and valued. There is an experienced special needs coordinator who works closely with parents and staff to ensure that children with learning difficulties and/or disabilities are cared for effectively.

The quality and standards of the early years provision

Children enjoy attending the nursery and benefit from an attractive learning environment. Displays of their work and colourful furnishings ensure that the nursery provides welcoming play spaces for all age groups. Children are keen to take part in a variety of stimulating activities that take account of their individual needs and interests. They enjoy planned activities, such as making a giant advent calendar display, and also have frequent opportunities for free play. They relate well to one another and are able to share. They use an egg timer to help them when taking turns. Staff manage behaviour well and reinforce messages about good manners, such as waiting to eat until everyone else has been served. Children are learning about personal safety as staff discuss issues such as why they should not climb up to get toys and why they have to be careful not to break the toys. They are also learning about good health and hygiene practices as they find out why they need to wash their hands after using the toilet and before eating and enjoy eating healthy home-cooked meals.

Staff support children well and use effective teaching methods to help them make progress. They interact well with them and offer plenty of encouragement and praise. They make ongoing observations of each child and use this information to assess children's achievements and plan for their next steps. Staff use their detailed knowledge of each child when completing the weekly planning. They also keep a record of child-led activities so that they can build on children's current interests or favourite activities. Children are developing many independent skills, such as serving their own lunch and fetching their coats and boots for outdoor play. They communicate well with one another and older children initiate conversations with adults as well as their peers. They are learning about shape and size and older children are eager to use the computer.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.