

# Pixieland Saltash

Inspection report for early years provision

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<b>Unique reference number</b>	EY319269
<b>Inspection date</b>	30/06/2009
<b>Inspector</b>	Julie Wright / Sarah Jane Wignall
<b>Setting address</b>	Long Park Road, Saltash, Cornwall, PL12 4AQ
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<b>Email</b>	
<b>Type of setting</b>	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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

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 breakfast, after school and holiday club for children between the ages of five to eight. Children over the age of eight may 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 157 children aged from six months to eleven years on roll. Of these, 123 children are in the early years age range. The nursery currently employs 19 staff who work with the children. Of these, the majority have appropriate early years qualifications and five are working towards a level 2 qualification. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are settled and reasonably well cared for in the nursery. Staff are developing suitable systems to evaluate the effectiveness of the provision. Satisfactory procedures to observe, assess and plan for children's progress are in place and promote their overall development. Staff have some links with local schools to ensure that children have a smooth transition period as they prepare to leave the nursery. Appropriate policies and procedures contribute towards inclusion. For example, staff seek additional support when required to meet children's individual needs.

## What steps need to be taken to improve provision further?

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

- ensure that all staff have secure knowledge and understanding of the Early Years Foundation Stage framework in order to implement an effective programme of activities for all children
- review the organisation of groups of children and staff deployment to ensure that all children benefit from positive learning opportunities
- develop the resources and learning environment to enable babies and young children to progress in their language development and by being active and interactive to encourage communication skills.

## The leadership and management of the early years provision

Since the last inspection the setting has made some progress and improvements. For example, staff ensure safe storage of hazardous substances and have reviewed

health and hygiene procedures. They identify further developments in the outdoor play provision, the creation of a sensory room and maintenance work on the premises. This demonstrates a satisfactory capacity for reflective practice and continuous improvement. However, there has been a number of changes to staff leading to a relatively new team structure. Previous issues are raised again at inspection as not all staff have a sound understanding of the Early Years Foundation Stage (EYFS) framework. Most staff have had training in this but do not demonstrate the underpinning knowledge in order to fully implement it.

The setting meets the welfare requirements, including appropriate qualifications and maintaining ratios. However, the deployment of staff is not consistently effective. In most areas there is plenty of space for children, which provides opportunities for suitable groupings. Risk assessments are completed with hazards identified and minimised. These include local outings to appropriately ensure safety for children. Policies and procedures are in place and satisfactorily implemented to promote children's general health, safety and welfare. Records and documentation are maintained in suitable order and contribute towards consistent care for children. Staff promote positive working relationships with parents and provide them with appropriate information. There are parent notice boards and monthly newsletters, which include details of children's activities and forthcoming events. Staff have regular discussions with parents and invite their comments on the provision. The consultation questionnaires provide evidence of positive feedback from parents. Staff take appropriate actions and respond to parent's views and opinions.

## **The quality and standards of the early years provision**

Children are cared for in age-appropriate groups. Staff operate a suitable key person system, which helps children settle and feel secure. Children's general care needs are met within the daily routines. Staff demonstrates caring relationships as they sit children on their laps to cuddle and comfort them. Babies and younger children benefit from a suitable range of activities, although, staff do not always promote areas of learning and interests well. Limited interactions during some activities mean that staff do not consistently encourage speech and language development. Toddlers and pre-school children have independent access to books. Some story times are enjoyable and beneficial, such as, when children eagerly contribute to the key parts they are familiar with. However, large groups of children in the pre-school room means that not all of them are interested and able to concentrate on the story. Children enjoy a variety of activities and confidently move around the setting. However, learning is often incidental as children play independently or in small groups with their friends. Staff do not always provide sufficient attention to activities to ensure that children have thorough learning opportunities as they play.

Parents have some opportunities to be involved in children's learning. In the pre-school room children enjoy taking a 'Travelling Teddy' home, taking photographs and writing about their adventures in the diary. However, as there is only one bear and a large number of children their experiences are limited. Children develop independent skills as they pour their own drinks and help themselves to food

during the enjoyable cafe style snack time. However, lunchtime is poorly organised, resulting in some children waiting a considerable time before they can eat their meal. The quality of staff interactions with children during lunch also limits learning opportunities and experiences. Children become aware of safety in situations such as practising the fire drill and preparing to go outside in hot weather. For example, they understand that they need to wear hats, sun cream and to drink water. Children behave well and readily respond to staff instructions or suggestions. For instance, they gather together to form a group or queue in line when asked.

Parents provide initial information on their children to help staff meet their needs. Staff plan a suitable range of activities in line with the EYFS curriculum. They observe and assess children in their activities and make appropriate notes of their next steps. Parents are invited to see the development records and may contribute towards them. However, not all areas of learning are thoroughly promoted as some staff lack secure knowledge in the purpose of activities. For example, children enjoy playing in the sand and water with appropriate accessories to fill and pour from. Although, without adult attention children's use and development of mathematical language is minimal. Staff praise and encourage younger children as they play. For instance, they clap and shout 'hooray' as babies successfully roll a ball. This helps young children to develop a sense of achievement and promotes their self-esteem.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met