

# Pixie Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY309636
<b>Inspection date</b>	12/08/2009
<b>Inspector</b>	Rebecca Hurst

<b>Setting address</b>	13 Rectory Road, Beckenham, Kent, BR3 1HL
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<b>Type of setting</b>	Childcare on non-domestic premises
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## 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**

Pixie day Nursery opened on the Rectory Road site in 2005. It is a privately owned nursery under joint proprietorship, operating from a converted building. It is situated in Beckenham, Kent, within walking distance from mainline station, local transport links, shops, schools, parks. Children have access to an enclosed area for outside play.

A maximum of 32 children may attend the nursery at any-one time. The nursery is open each weekday from 07.30-18.00 for 51 weeks of the year. The nursery serves a broad catchment area and the children who attend reflect the social and cultural mix of the local community.

There are currently 45 children aged from one to five years on roll. Children attend a variety of sessions during a week. The nursery is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The nursery currently support children with special needs, and children who speak English as an additional language.

The nursery employs six staff, including the register persons. There are three staff who hold appropriate early years qualifications and two staff that are working towards a recognisable qualification.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is good. The excellent knowledge of each child's individual needs ensures that the staff promotes all aspects of the children's welfare and learning with success. The children are safe and secure at all times in the care of the staff and they enjoy learning about their local area and the world around them. The partnership with parents is a key strength and this helps to contribute significantly that the needs of all of the children are being met. Children are making good progress, given their age, ability and their starting points. Self-evaluation by the providers and partnership with the local early years department ensures that any priorities for future development are promptly identified and acted upon, which results in a service that is responsive to the needs of the parents.

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

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

- enhance children's independence skills at meal times
- ensure all policy and procedures are up dated to reflect the welfare requirements in the Early Years Foundation Stage profile
- ensure written risk assessments are completed for outings

## **The leadership and management of the early years provision**

The nursery is well-led by a competent management team. The settings policies and procedures are shared with parents and staff which ensures all who use the setting are aware of the settings ethos. However, the policies and procedures currently reflect the National Standards which is no longer in use. The managers use the self-evaluation process well, and are fully aware of areas within the nursery they wish to improve upon. The managers ensure they take into account the views of the staff when self-evaluating. This ensures that every one has a proactive voice in the setting as well as the setting being responsive to its users. The setting works closely with Bromley early years to ensure best practises are in place, which further aids the self evaluation process.

Staff are well deployed around the nursery which ensures the needs of the children are being thoroughly met. Effective management of resources ensures that children have access to a varied and interesting range of activities both inside and out. Staff teach children about festivals and religions from around the world. The children also have daily access to resources which promotes learning about diversity and equal opportunities. The children are able to self-select the resources they wish to play as all are stored at a level children can reach. The resources are also labelled and have pictures on the boxes. This allows children to learn early word recognition skills.

A risk assessment is fully in place and daily checks are carried out, this ensures children are cared for in a safe environment. However, outings do not currently have written risk assessments in place. As a result, risks are not fully identified. The settings policies and procedures for safeguarding children ensures all children are protected. Staff have a good understanding of the procedures to follow, which protects children from harm and neglect.

The nursery has good partnerships with parents and others. The parents receive a good amount of information regarding the setting and how the staff safeguard the children. The special educational needs coordinator (SENCO) has attend various training sessions on how to work with children with learning difficulties and/or disabilities. The SENCO is fully aware of her role and responsibilities within the setting, which further enhances the care the children receive whilst in the care of the nursery.

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

Children are making good progress within the Early Years Foundation Stage. They are supported by staff who have a clear understanding of how children effectively develop and learn. Children are interested and motivated learners and staff use a range of open ended questions during free play and more adult focused activities to stimulate their natural curiosity. There is a good balance of child and adult-led activities throughout all areas of the setting which helps to manage children's learning effectively. Resources are well organised and cover all areas of the curriculum and these are used well by staff to encourage children to progress in all

areas of learning.

All equipment is age-appropriate so that all children can access exciting challenges that help them develop at their own pace. All the rooms are bright, and children's work is attractively displayed on boards. Outdoor play is effectively organised, as staff set up activities before children arrive, and mark making is evident as children happily mark make, using chalks, paints, pens and paper which is freely available throughout the sessions and in all areas of learning.

Staff praise and encourage children's behaviour throughout the day, this adds to children's confidence building and creates a productive learning environment. The staff are skilled and have a very effective key person system in place which meets children's individual needs. Planning clearly arises from meaningful observations of children and this enables staff to strongly promote children's next steps for learning. Staff plan for each individual child by using their next steps from their written assessments. Children have ample opportunities during play sessions to gain independence skills. However, during lunch time there are missed opportunities to further enhance these skills.

Staff take many opportunities to include parents in their children's education. Parents receive regular information via notices, newsletters and daily feedback from key people working with their child. This clearly informs the good knowledge that staff have of individual children in their care. Staff make parents feel extremely welcome in the setting.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

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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