



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 117142

DfES Number: 542032

### INSPECTION DETAILS

Inspection Date 22/09/2003  
Inspector Name Ruth Thrasher

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Pixieland Stoke Village  
Setting Address 10 Springfield Drive  
Plymouth  
Devon  
PL3 4DU

### REGISTERED PROVIDER DETAILS

Name Mrs Caroline Francis

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Pixieland Stoke Village is a privately owned nursery, which is one of a small chain of nurseries in the Plymouth area owned by Caroline Francis. The nursery opened in August 2000. It operates from a detached property in Stoke, a residential area of Plymouth. It serves a wide catchment area.

There are currently 137 children under 5 years on roll. This includes 12 funded three-year-olds and 23 funded four-year-olds. Children attend for a variety of sessions. Five children have special needs. The nursery has supported children who speak English as an additional language in the past, although there are non attending at present.

The nursery is open from 07:00 to 18:00 Monday to Friday all year round and only closes during Christmas week and on Bank Holidays.

The nursery employs 29 staff who work directly with the children, plus a cook and cleaners. The management post is job-shared but the remaining childcare staff work full-time. The two managers, deputy and eight of the staff have a level 3 qualification, three have a level 2 and the remaining staff are training towards a qualification. The setting receives support from All Children First, the Plymouth Early Years Development and Childcare Partnership. It is a member of the National Day Nurseries Association.

### How good is the Day Care?

Pixieland Stoke Village provides satisfactory care overall for children with some aspects that are very good. The operational plan works well in practice and there are good staffing levels. The management team take on new challenges enthusiastically and are committed to improving the provision. There are sound procedures in place to ensure staff who have not been cleared are not left unsupervised with children.

The premises are spacious, secure and suitable for their purpose. There is a good outside play area, which has built-in outdoor play equipment and safety flooring. The

children are grouped in different areas within the nursery, according to age and ability. The baby unit is pleasant and well resourced. However children aged from 18 months to 3 years spend a lot of the time in a large group, only separating for some activities such as snack time. There are sound administrative systems in place and documentation is well maintained and meets the requirements of the National Standards.

The premises are safe and well maintained with secure entry systems and CCTV in operation. Good hygiene routines are maintained and a high percentage of staff have a current first aid certificate. Children's dietary needs are particularly well met. Management and staff have a good awareness of equal opportunity and child protection issues and wish to develop their knowledge of special needs.

The nursery is generally well resourced with a good range of equipment and activities, although these are not used to full benefit in the pre-school area. Parents are made to feel very welcome in the nursery and are provided with a good amount of information about the nursery.

#### **What has improved since the last inspection?**

At the transition inspection, the nursery agreed to ensure that planning and observation systems would be used for all age groups within the nursery. Observation systems have been introduced but are not routinely used to plan the next steps in children's play and learning. The nursery also agreed to inform Ofsted when the office and laundry were completed and this has been done.

#### **What is being done well?**

- The premises are child friendly and welcoming with distinct areas for different age groups and a good outside play area.
- Policies and procedure are comprehensive and documentation is well maintained and meets all the requirements of the standards.
- There are effective hygiene procedures in place and a high percentage of staff have a current first aid certificate.
- Children's dietary needs are well met and the cook has a good understanding of children's dietary needs.
- Staff have a good understanding of child protection issues and know what to do if they have concerns about a child.

#### **What needs to be improved?**

- the organisation of the children into groups in the toddler rooms and during outdoor play;
- the range of activities which support children's language and mathematical thinking, particularly in the pre-school area;

- the use of equipment and materials with the older children, to provide a balanced range of activities that promote learning in all areas;
- systems for managing children's behaviour within the pre-school area;
- confidentiality of children's allergies and medical conditions.

### Outcome of the inspection

Satisfactory

### CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

### WHAT NEEDS TO BE DONE NEXT?

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure the group size in the toddler area does not exceed 26 children.
3	Ensure children are involved in a broad range of activities which support their language and mathematical thinking.
5	Ensure toys, equipment and materials are used to provide a balanced range of activities to promote learning for the older children.
11	Ensure there are appropriate systems in place to provide a consistent approach to managing children's behaviour.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Pixieland Stoke Village offers a generally good standard of nursery education where children are making satisfactory progress overall towards the early learning goals. Progress in communication, language and literacy and mathematical development is limited, however children are making generally good progress in the other areas of learning.

Children are confident and enjoy practical activities. They are excited by new events and ideas and are keen to participate. These activities help them to learn, particularly in knowledge and understanding of the world. Children make good use of the outside play area and this helps with their physical development. There are few opportunities for children to read, write or link sounds and letters. Children do not count as a routine event each day. There are no opportunities for children to use number in practical activities and to calculate.

The quality of teaching and learning is generally good. Staff understand the Foundation Stage and provide a wide range of practical activities to help children learn. Planning and assessment are in place and clearly linked to the early learning goals. The younger children are making better progress towards the early learning goals than the older children. Their assessments are up to date, with recent observations of significant achievements.

The leadership and management of the setting is generally good. The management team has a strong commitment to developing and improving the setting. They recognise the weaknesses in the pre-school. They are already in the process of making changes to improve the quality of the nursery education. They believe that on-going training is essential. The staff work well together.

The partnership with parents is generally good. Parents and staff have good relationships. Parents are kept informed about their children's progress through informal communication with the staff. The setting also holds a parents' evening each term.

### What is being done well?

- The younger children are keen to share and show work they have completed. The rest of the group respond in a positive way to this sharing of experiences.
- The children toilet themselves independently. They know when and why they should wash their hands, for example before eating and after toileting.
- The younger children are able to recognise and talk about a variety of shapes.

- There is a wide range of topics, which gives general coverage to all areas of knowledge and understanding of the World.
- Children move confidently around, over, under and through large play equipment. They are confident using a range of small and large equipment.
- The younger children use a variety of media for creating pictures and collages.
- Plans show good use of the role-play area for imaginative play.
- The teaching of three-year-olds is generally good. Staff recognise the children who have special educational needs and there are systems in place to support these children.

#### **What needs to be improved?**

- children's ability to sit and listen well and to behave appropriately, particularly amongst the four-year-olds
- opportunities for children to link sounds and letters and to write for a range of purposes
- opportunities for counting, calculating, and making use of shape, space and measure, in familiar and practical situations
- children's knowledge and use of information and communication technology
- planning, to ensure that children, particularly the four-year-olds, are fully engaged at all times and that everyday learning opportunities are not missed, for example counting at snack time.

#### **What has improved since the last inspection?**

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children are excited and motivated by many of the activities that are on offer to them. The younger children behave well and respond appropriately to the expectations of staff. The children have a good level of independence and self care. They toilet themselves and clearly understand when it is appropriate to wash their hands and why. They are able to self-select a number of resources and do so appropriately. The younger children are keen to share work that they have completed.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children use language for communication and for thinking. They listen to stories and answer questions in response to them. There is a lack of opportunity for linking sounds and letters and very few planned writing activities, or chances for writing independently. There is a good book corner for the younger children, which the older children can access some of the time. There are few suitable books in the older children's area. The younger children practice pre-writing skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are able to use numbers as labels and can count accurately to ten. They are not given opportunities to apply the knowledge. Children do not use mathematical ideas to solve problems. Plans do not include opportunities to use concepts of calculating. The younger children are able to use mathematical language to describe shapes, numbers of sides, position, size and quantity. They are also able to create simple patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show interest in the world around them. They are able to talk about features in the locality. They discuss their route from home to nursery and the features that they see along the way. They gain a sense of time by observing familiar events around them. There is a wide range of construction toys, which the children use confidently. Children are helped to understand their own and other cultures and beliefs through topics looking at a variety of festivals from around the world.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children use the climbing frame and tunnel and move confidently and with control over, under and through the different pieces of equipment. Children dance confidently to music tapes. They move carefully in indoor spaces without bumping into each other. The children use a range of small and large equipment effectively. They ride cars, bikes and trikes well. They throw bean-bags, quoits and balls accurately into a low hoop. They use glue sticks and tools confidently for a range of purposes.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children use a range of media, such as sticky paper, tissue paper, wool, glitter, buttons and coloured glue, to create their own pictures and collages. Children sing songs from memory and are always willing to suggest the next song. They listen and dance to music tapes, moving freely to the music. During a topic on the senses the children bring in items to smell and create feely collages and pictures related to sounds that they like. They use the role-play area for a range of imaginative play.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- develop communication, language and literacy to ensure that children, particularly the four-year-olds, are covering all the strands and there is suitable support to help them make progress
- extend mathematical development, so that children are able use their knowledge of numbers, calculate and understand shape, space and measure
- ensure a consistent approach to managing behaviour and encourage children to behave and respond appropriately at all times.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*