

Pixies Day Care

Inspection report for early years provision

Unique reference number EY418443
Inspection date 12/04/2011
Inspector Lynne Lewington

Setting address The Magnet Leisure Centre, Holmanleaze, MAIDENHEAD,
Berkshire, SL6 8AW
Telephone number 01628 685 333
Email chris.hall@RBWN.gov.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Pixies Day Care was registered in 2010. It is situated in The Magnet Leisure Centre . Pixies Day Care uses two ground floor rooms, a small kitchen area and they have access to soft play facilities, shared toilet facilities and a public outdoor play space. They are registered to care for a maximum of 10 children aged between 3 months and 5 years. There are 8 children on roll and currently no children receive early education funding. They are registered on the Early Years Register .

The setting is open between 7.45am and 6.15pm. Children attend for full or half day care. There are three staff and they all hold relevant early years childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. Children confidently develop their skills in this small happy setting where the staff know the children well. Sensitive introductions ensure children settle and have opportunities to follow familiar routines. In the short time the setting has been open the manager and her staff have reflected on their service and made realistic plans for development indicating the service will continue to improve.

What steps need to be taken to improve provision further?

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

- improve opportunities for children to have access to mark making materials throughout the day
- improve opportunities for children to self select their activities from a broad range increasing their ability to extend their interests and independence

The effectiveness of leadership and management of the early years provision

Staff demonstrate a clear awareness of the action they must take if they are concerned about a child in their care. Clear safeguarding information is displayed on the entrance notice board ensuring both staff and parents know what to do if they are concerned about a child. Effective risk assessments are in place covering all aspects of the service offered. This includes daily checks to ensure the environment is safe for the children to use, ensuring children have sun cream applied before they go outdoors in sunny weather, regular checks on sleeping children and fire drills to ensure the premises can be swiftly evacuated.

Good use is made of the available space enabling the babies to be cared for in a small area or come into the main playroom to explore. A comfortable sleep room is available with good quality travel cots, sleep mats are available for older children ensuring they can also rest comfortably. Good quality pushchairs and high chairs with safety straps are available and used daily. An attractive range of good quality toys and resources are available however currently they are not stored to enable the children to have easy access to them and make independent choices in their play. The setting makes daily use of the sports centre play park and soft play areas ensuring the children have ample opportunity for large physical movements both indoors and out.

Staff ensure the children all have opportunities to play with age appropriate resources which reflect a diverse community. The learning environment is organised to enable all children to enjoy it. They gather comprehensive information from parents ensuring they understand the child's likes, dislikes, interests and development. Consequently they encourage development appropriately. Policies and procedures are clearly displayed in the entrance to the setting ensuring all parents are aware of how the setting works and what steps they can take if they have concerns. Outings within the local community enable the children to develop their awareness of other people and learn to accept and respect differences.

Staff recognise the importance of developing good working relationships with parents to ensure the best possible opportunities for children. Daily information sheets inform parents of the child's experiences each day in addition to face to face discussions. Parents are welcome to look at the observation records and are invited into the setting to discuss the child's placement with the manager and key worker. Staff work with parents to encourage development for example with potty training, weaning and behaviour. The parents views of their children are important to the staff and time is taken particularly on admission to find out as much as possible about the child. A monthly newsletter is emailed to parents informing them of activities, news and things they can do to support their child's learning in the setting. This may be items to bring in to support an activity.

The staff welcome the support of the local authority and make use of training opportunities to ensure they keep their knowledge and skills up-to-date. They make use of the sports centre facilities extending opportunities available to the children in their care. The manager recognises the importance of developing positive links with other settings children may attend and also settings they move on to. Plans are in place to develop this aspect of their work to ensure a flow of information and ease transition to school.

Leadership and management is strong. The provider has a calm but enthusiastic passion for the setting and has worked hard to set up the provision. In the short time the setting has been open the manager along with her staff have reflected comprehensively on the service they are offer, highlighted priorities and started to take steps to make improvements. All the required documentation is in place to meet the requirements of registration and all staff have the required suitability checks in place.

The quality and standards of the early years provision and outcomes for children

Careful thought and planning helps to encourage positive outcomes for the children. Communication is encouraged particularly well in this setting. The staff are calm, gentle and kind in their interactions with the children, they listen attentively and talk to them about everything that is happening. They ensure children are looking at them, use facial expression and demonstrate a whole range of feelings in their interactions. The children listen and respond developing their language skills well. Action songs are undertaken enthusiastically by the children, they sing along clearly and demonstrate their increasing awareness of the meaning of the words as they do the actions. Good quality fact and fiction books are attractively displayed and easily available at the children's level to encourage their interest and support their learning. Staff encourage the children to look at the books and read to the children at various times throughout the day, setting a good example to the children of a quiet restful enjoyable activity. However, children have limited opportunities to undertake independent mark making activities.

Children learn about traditional and cultural events through their activities. For example, they use collage materials to create cards for Easter. They examine a birds nest and make their own nests using creative skills to decorate it. Children have opportunities to independently undertake a range of activities each day which encourage all aspects of their development. A planned activity each day ensures the children are introduced to new ideas and experiences. They build with construction toys, line up trucks and cars developing awareness of pattern and quantity. Daily opportunities for physical activity help them to develop their coordination and balance. They confidently climb on the outdoor play apparatus and slide down the slide. Adults supervise and encourage children to take turns enabling them to learn social skills. Water play provides an opportunity for fine skills to develop as they pour and fill containers. The high quality interaction of the staff enables the children to get the most from the activities. Staff watch, listen and participate at a level suitable to each child's developing needs.

Mealtimes are happy, relaxed, social occasions where adults encourage children to reflect on their activities. Through the conversations at the meal table children increase awareness of their bodies. They remember getting hot and sweaty as they play and the adult talks to them about drinking lots of water and eating food to get strong and have lots of energy. Children learn simple hygiene routines to help prevent the spread of germs as they clean their hands with disposable wipes after outdoor play and before and after meals. Much thought is given to the menu enabling children to enjoy a healthy variety of hot and cold foods each day. The menu which includes fish, meat, vegetables, fruit, pasta and rice dishes, is displayed for parents to see helping to ensure they are kept well informed. Children clearly enjoy their meals and many request a second helping. Young children are beginning to recognise when they are thirsty and the staff encourage them to have regular drinks particularly when they have undertaken physical activities or it is hot. Children's awareness of safe behaviours is encouraged as they learn to use the play equipment with care, they learn to pack away their activities to prevent falls and be gentle in their interactions with each other.

Children learn to use good manners such as please, thank you, excuse me as the staff set an excellent example and gently remind the children.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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

