

Pixieland Mannamead

Inspection report for early years provision

Unique reference number

117141

Inspection date

26/05/2011

Inspector

Anne-Marie Moyse

Setting address

162 Mannamead Road, Mannamead, Plymouth, Devon, PL3
5QL

Telephone number

01752 770550

Email

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).

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.

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

Pixieland at Mannamead is part of a chain of four privately owned nurseries in Plymouth and Cornwall. The nursery is situated in a large two storey building on a main road into Plymouth, in a well established residential suburb of the city. The nursery has sole use of the premises and some children are cared for in rooms accessed by a flight of stairs.

Pixieland offers care for children under eight years old. It is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. It is open from 7am to 6pm for 51 weeks of the year. The provision is registered to care for a maximum of 79 children at any one time. Currently there are 127 children on roll, aged from eight months to eight years. Of these, 112 children are in the early years age range and 15 of these are of school age. The nursery receives funding for nursery education for three- and four-year-olds. The nursery is currently supporting children who have English as an additional language and children who have special educational needs and/or disabilities.

The nursery employs a total of 18 staff who work directly with the children, plus a cook, cleaners and a gardener. The manager of the nursery holds a level 4 qualification and is working towards her Early Years Professional status, eight staff are trained to level 3 in childcare, six hold a level 2 qualification, and two are working towards a childcare qualification. The nursery is supported by an area manager who is qualified to level 6.

Pixieland is a member of the National Day Nurseries Association. They receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are very happy, confident and secure. Staff have formed very good relationships with parents and others to ensure that they know each child's unique needs well and support them effectively. As a result, children are making good progress in their learning and development. Overall the nursery is very well organised. The nursery continually reviews their practice and environment, making well considered developments in the provision for children. They have a very good capacity to maintain continuous improvements.

What steps need to be taken to improve provision further?

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

- improve the current observation, assessment and planning systems in order

to identify learning priorities for each child and ensure that all staff are made aware of these

- continue to extend the use of the outdoor area as an enabling learning environment across all areas of learning, including opportunities for communication, language and literacy and problem solving, reasoning and numeracy.

The effectiveness of leadership and management of the early years provision

There are robust systems employed by the nursery to safeguard children's welfare. They are securely cared for in a premises which has sophisticated entrance arrangements and a closed circuit television systems. Staff are all involved in daily risk assessments and checks to minimise any hazards to children. Staff undergo effective vetting procedures to ensure that they are suitable to work with children. All staff attend training to keep up-to-date with safeguarding procedures and are confident to take appropriate action to protect children. Recent changes in the staff teams and a review of how different rooms operate have benefitted the children, with more consistency for them. Staff have a sound understanding of the Early Years Foundations Stage requirements and use the safe, enabling environment generally very well. However, they do not always make good use of routine activities, such as snack time and the outside area to promote children's learning and development across all areas, especially communication, literacy and language or problem solving, reasoning and numeracy.

Partnerships with parents and others are good, and staff know the children's needs well. Parents are fulsome in their praise for the nursery staff and feel that their children are very happy and well cared for. Parents are kept well informed through a variety of media including the use of email and verbal communication and their comments are valued. The nursery has an 'open door' policy and welcomes parents at any time, in addition to the regular parent evenings and meetings which are offered. Support for each child's specific needs is tailored and adapted, ensuring that all children are fully included in the provision. Links have been formed with other providers and the local schools, promoting some consistency for children. Children are excited and well prepared as they move on to their next schools.

Comprehensive policies and documentation systems are in place, which are reviewed frequently. Staff make regular observations and assessments on the children and plan a balanced range of both adult-led and child-led activities. Children's progress is recorded in attractive learning journals and is shared with the parents. The information gathered is used to plan activities to encompass children's interests and individual preferences. However, not all staff, especially relief staff, are given guidance on how they can help make sure that all children are challenged appropriately in their play for their stage of development.

The setting is keen to drive improvements and develop all aspects of the provision through various evaluation systems. Advice from the local authority is welcome and the nursery is employing their own internal evaluation systems as well as

working towards a nationally recognise quality assurance award.

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

Children of all ages are making good progress in their development and are developing enthusiastic and positive attitudes towards learning. They are offered a broad range of activities and resources which includes daily access to the outside area. Babies are cared for in a bright, clean and enabling environment. They access a variety of resources, suitable for their age and stage of development, including natural materials, such as herbs which are grown on a low window ledge. Their personal routines, including sleep patterns, are well known by the staff and promoted. They are forming secure relationships with the staff, which is evidenced as they are calmed and reassured by a sensitive cuddle.

Toddlers have their own rooms, with high quality resources suited to their size, enabling them to easily access the toys and resources which are specifically designed to help them establish a sense of their own and others' identity. Digital photograph frames show images of the children at play, which fascinates the children as they recognise themselves and their friends. Staff provide many varied messy activities for the children to explore and develop their senses. They recognise the various colour paints and express their thoughts as they step into trays of paint. They have confidence in the staff supporting them as they tentatively step onto the paper, making choices on which path they are going to travel and leave their footprints.

Older children have the use of four rooms which are organised into different play opportunities. The messy area is well resourced and children quickly know to put on their own aprons before playing in the water. Children fetch the mop to clear up any spills keeping themselves and others safe from slipping. Children know the expectations of the setting and staff refer to the golden rules displayed for all. They are polite and are developing some excellent relationships with friends and the staff. Children play imaginatively in the role play areas, and continue to pretend to be getting married following the celebrations the nursery held for the royal wedding. Inside, the children have resources and activities to encourage reading, mark-making and counting, although these are not always promoted in the outdoor area or at meal times.

The nursery is clean and children's understanding of personal hygiene is excellent. The nursery offers interesting, freshly cooked, nutritious meals, which has won an award, and as a result the children are healthier and more settled. All systems are in place to ensure that ill children are cared for effectively and that their medical needs are very well supported. Visitors to the setting, such as fire officers and dentists extend the range of resources and individuals the children meet, helping their understanding of the diverse society in which they live.

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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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

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