

Pixies Day Nursery and Pixies Too Ltd

Inspection report for early years provision

Unique reference number EY427816
Inspection date 03/01/2012
Inspector Loraine Wardlaw

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Type of setting Childcare - Non-Domestic

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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.

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Description of the setting

Pixies Day Nursery is a privately owned setting and first registered in 1996 and opened a second building, next door in 1998. It re-registered in 2011 as a limited company. The setting operates from seven rooms in the two buildings in the Locks Heath area of Southampton. All children share access to a secure, enclosed, outdoor play area. The nursery serves the local and wider geographical area.

Pixies Day Nursery is open from 7am to 7pm for 50 weeks a year. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 99 children may attend at any one time under eight years of age. There are currently 189 children aged from three months to under five years on roll. The setting provides funding for early education for three and four-year-olds. Children attend for a variety of sessions or for the whole day. The nursery supports children learning English as additional language. The owner employs 40 members of staff to work with the children. Of these, 36 hold appropriate early years National Vocational Qualification to level 2 and above. The setting receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall children's welfare and educational needs are met well. Children receive warm and attentive care from the practitioners and enjoy varied learning opportunities to promote their developmental progress. All welfare requirements are met, although the successful promotion of effective practice is not consistently threaded through all aspects of the nursery provision. Children are well motivated and build good relationships with the adults. Evaluation and continuous improvement is an integral part of the staff practice, which ensures that outcomes for children remain positive.

What steps need to be taken to improve provision further?

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

- develop the adult-led planning to include more detail and personalised aims to enable consistent, effective challenge and practice amongst the staff team
- extend older children's learning of healthy eating and adapt the menu to include vegetables with every hot meal offered
- improve consistency of communication with parents about children's daily routines and ensure learning and development records clearly reflect each child's capabilities and developmental progress.

The effectiveness of leadership and management of the early years provision

There are good safeguarding procedures in place to protect children. The implementation of a robust recruitment and vetting procedure means that all staff at the nursery hold a clear Criminal Records Bureau check. They undertake an induction to ensure they are aware of the settings health and safety matters. Most staff carry out and are familiar with daily procedures and safety checks, which keep children safe and secure. They have a good understanding of their role and responsibilities about recognising and reporting child protection concerns.

Management and staff implement a very rigorous medication procedure and pay close attention to children in need of professional medical attention. Staff swiftly call ambulance services when they are concerned about a child and complete thorough records on the incident. Overall, there is good deployment of resources because ratios are met and staff are attentive towards the children. Some of the staff at the setting are developing a rich and enabling learning environment for children, in line with the Early Years Foundation Stage good practice. For example in the pre-school room staff have been developing learning zones with good emphasis on independent choice in the writing area and messy area. Overall, in most rooms staff ensure there is a varied choice of play activities available for the children, often changing activities to keep children fully engaged and happy in their learning. For example in the baby room they clear the tables to the side and set out physical play activities, whilst outside it is very wet and windy weather. Older children put on their coats and wellies to enjoy play outside, having fun and exercise in the extreme weather conditions.

As a team staff regularly evaluate their practice and have completed a fairly accurate on-line Ofsted self-evaluation form. Overall, management has some understanding of areas that require improvement and produce action plans which are worked upon. Staff and managers attend regular room and team meetings to ensure that, on the whole, most information and knowledge is passed on. Staff are offered in-house and external training which includes behaviour management and the Early Years Foundation Stage. Overall, the feedback from parents is positive; this is collated through an annual quality questionnaire. Parents write of the stimulating play opportunities and overall feel staff do a good job caring for their children. However, there are mixed reviews on the quality of feedback at the end of the day and the information recorded on the daily record sheet. This can vary according to the practitioner the parent liaises with. Nevertheless, in some rooms the key person system works well, because they are the practitioner who communicates with the parent each day and they know the children well. Most children's record of development is available and there is a system, through parent's evenings, to share these learning journeys with parents. However, these records do not always accurately reflect children's capabilities, although the key person has a good knowledge of children's developmental progress. Overall, most of the staff team have a good understanding about how best to promote equality and diversity. They look at the specific needs of each individual child and address them accordingly. For example, they learn a few key words in a child's home language and have a photographic time-line of the routine to help children learning English as an additional language settle well at the nursery. The nursery has

established good links with other nurseries that also care for the children.

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

Children are happy and settled; they benefit from trusting relationships with staff who, overall, know them well. The good relationships, which are evident between many of the staff and children, mean that children feel safe and secure. Babies show they feel happy and protected by waving confidently to visitors and smiling happily to their key person who interacts well with them. Staff in the younger age groups effectively build on babies vocalisations, promoting good communication skills. Older children are very sociable and are confident to approach familiar staff for support; they engage cheerfully in conversations with others and really enjoy the interactive story with a puppet. They demonstrate good concentration skills engaging in their self-chosen activities and show pride in their achievements. For example, a three-year-old spontaneously goes round showing their very imaginative Christmas drawing to the staff, which they completed in the well set-up writing area. Children's behaviour is very good because children are industrious in their play and staff praise children well. Overall, most children receive good support from the adult's, although not all adults successfully challenge and extend older children's learning during their interactions. Children develop their independence well as they are encouraged to manage their own clothing, access resources and feed themselves; older children dish up their own dinner. Children are provided with purposeful and developmentally appropriate activities; toddlers use small-wheeled toys in paint to explore different media and two-year-olds learn how to follow instructions and make play dough. They are involved in the whole process from weighing and mixing ingredients to use of a microwave, developing their senses, mathematical skills and knowledge and understanding of the world. Overall, skills for the future are promoted well; staff encourage older children to count and recognise numbers in the routine. For example children state which number chair they are sat on and name elastic band shapes on boards which they are intent on making. They enjoy using technology such as when they confidently use a CD player and headphones to listen to different music CD's. All staff understand the cycle of observing, assessing and planning for children's developmental progress; every key person plans for each individual child in their group. However, the written plans are quite basic even though staff know what they are intending to do with each child to enable progress to be made. When staff go for a coffee break, other staff who are implementing the adult-led activity are not sure what the learning aims are for individual children, because effective written, personalised, planning is not in place. Children have regular opportunities to be active and to develop their physical skills. Most children have daily fresh air and exercise as they access the garden in all weathers. For example, they have fun running and jumping in large puddles and manoeuvre their tricycles around objects with skill in the extreme wind and rain. Menus are shared with parents and staff are aware of the dietary requirements of individual children. A very good system is in place to ensure those children with allergy needs are met. Fruit and vegetables are grown with children, in the nursery garden, which provides them with first-hand opportunities to learn about healthy foods. However, staff do not consistently

follow through with this learning by ensuring all hot meals include vegetables and talk about healthy eating at meal and snack times. Older children know the routine of washing their hands before they eat. Overall, most children are developing a positive sense of identity and community. For example, through activities linked with 'Australia day', which for some children respects their cultural roots. Other children watch a short video about Chinese New Year and are keen and eager to do activities to celebrate the festival.

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
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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

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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