

Pixieland Stoke

10 Springfield Drive, Plymouth, Devon, PL3 4DU

Inspection date	06/03/2013
Previous inspection date	18/05/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Strong partnerships with parents are developed; staff encourage parental involvement in observing and assessing their children's progress.
- Effective partnerships between the setting and other agencies support children's progress and welfare.
- Children have access to a wide range of good quality resources, which engage their interest and promote their development.
- Young children have cosy secure home bases where they feel safe and secure.

It is not yet outstanding because

- High noise levels in the pre-school room and upper toddler room impact on children's ability to concentrate and listen to what is being said.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector held meetings with the manager of the provision and the area manager/ early years professional of the company.
- The inspector looked at assessment records and planning documentation and checked evidence of suitability and qualifications of practitioners working with children.
- The inspector took account of parents and carers views spoken to and e mailed in on the day.
- The inspector carried out a joint observation alongside the area manager and setting manager.

Inspector

Lynne Bowden

Full Report

Information about the setting

Pixieland Stoke Nursery registered in 2000. It is privately owned and one of a small chain of nurseries in the Plymouth and Cornwall area. The operates from a detached property in Stoke, a residential area of Plymouth, and serves a wide catchment area. There are currently 172 children in the early years age range on roll. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and those who are learning English as an additional language. The nursery is open from 7am until 6pm, Monday to Friday, only closing during Christmas week and on Bank Holidays. The nursery employs 26 staff who work with the children, plus a cook and cleaners. The area manager has Early Years Practitioner Status. Of the childcare staff nine hold level three childcare qualifications, nine have level two childcare qualifications and eight are working towards a relevant qualification. The setting is a member of the National Day Nurseries Association and receives support from the Local Authority Family Services.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- help children concentrate by limiting noise levels.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The educational programs effectively support children in reaching their expected levels of development in relation to their starting points. A key strength of the setting is the way they encourage parents' ongoing involvement in identifying their children's starting points and ongoing development levels, alongside the staff's own observations of children within the setting. Staff encourage parents to contribute observations of their children's learning and progress at home Together they identify children's next steps for development. The staff use their knowledge and understanding of child development to identify children, who need additional help and support. The staff liaise well with other agencies to meet the needs of the children and support the children and their families. Staff incorporate children's two-year progress checks in with their regular summaries of children's progress. They encourage babies' developing physical skills as they support them in pulling themselves up to standing position. Children learn to share resources and play cooperatively together. They learn about cause and effect as they experiment pouring water into funnels and tubing at the water table. Sensitive staff interventions encourage children to carefully observe and study the flow of water.

Staff encourage children's communication skills through their use of Boosting Language Auditory Skills and Talking program (BLAST). Staff encourage children's language skills as children enjoy joining in repeating phrases and actions from familiar stories. For example; children enthusiastically join in the Bear Hunt story. Children's communication skills are also encouraged through the use of sign language and picture prompts. The provision of familiar packaging in attractive home corners encourages children in their imaginative play. There children recreate familiar scenarios as they cuddle and rock baby dolls in their cots.

The contribution of the early years provision to the well-being of children

Young children become familiar with the core staff and environment in their calm and small base rooms. Key persons liaise with parents to ensure that they know children's individual needs and routines. As a result children settle well and enjoy their time here.

Children have access to a wide range of good quality resources, which staff encourage them to explore and access independently. However, high levels of noise in some rooms used by toddlers and older children at times impacts on children's ability to concentrate and listen to what is being said.

Children's regular participation in fire drills ensures that they become familiar with them. Children demonstrate their awareness of risk and take responsibility for their own and other people's safety. For example, they alert adults to water spillages, help clear them up and state that someone could slip. Staff praise such positive behaviour and sensitively reassure children as they arrive and settle in.

Children eat well, enjoying balanced nutritious meals and they are encouraged to try new foods. Children learn about good hygiene practices, with toddlers going to wash their hands independently. Children learn about dental hygiene through visits from a dentist. When administering medicines, staff conscientiously follow procedures to ensure that children receive correct doses and carefully record the details. Daily access to outdoor play enables children to benefit from the fresh air and exercise. They learn about the environment and world around them when they go on bug hunts in the nearby eco park. Links with local schools and children's developing self confidence, communication and independence skills prepare children for their move on to school.

The effectiveness of the leadership and management of the early years provision

Staff at the setting meet the safeguarding and welfare requirements at all times. All the staff have had checks carried out regarding their suitability. Staff have a good understanding and awareness of safeguarding procedures. Management regularly checks and reinforce their staff's knowledge and understanding of procedures, especially those relating to safeguarding issues. The premises are very secure and staff carry out daily

checks on all areas that children use.

Partnerships with parents are very good. They feel fully informed about their children's progress and development. Staff invite parents to participate in stay and play sessions and involve them in shared learning. Parents value the approachability and friendliness of staff and the support that they provide. The staff have a very good understanding of their responsibilities in meeting the learning and development requirements. Staff monitor children's progress towards the early learning goals using guidance tools, such as the Development Matters in the Early Years Foundation Stage guidance document, to inform their observation and assessment records and to monitor children's progress.

The management team monitors practice, by observing staff both via closed circuit television and being present in the rooms. They check the progress records of children to monitor the quality of the educational programme and ensure that staff plan for all areas of learning. Effective partnerships are in place with other agencies to ensure that they meet children's needs well. The setting participates in 'Quality Counts' to monitor their provision. The area manager and nursery manager have a clear understanding of the strengths and weaknesses in the provision and have clear aims for the future improvement. They demonstrate a strong commitment to improve and develop their provision.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	117142
Local authority	Plymouth
Inspection number	907469
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	92
Number of children on roll	172
Name of provider	Pixieland (Stoke Village) Ltd
Date of previous inspection	18/05/2010
Telephone number	01752 511007

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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