

Pixieland Saltash

Long Park Road, Saltash, Cornwall, PL12 4AQ

Inspection date	22/04/2013
Previous inspection date	30/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children are happy and enjoy being in the nursery. Consequently they make good progress in their learning and development.
- Parents are positive about their relationships with staff and the variety of play activities for children.
- Policies and procedures in respect of vetting, recruitment and supervision of staff are robust, which contributes to safeguarding children's welfare.
- Staff develop good partnerships with others to effectively support and promote children's individual development.

It is not yet outstanding because

- Although most staff engage well with children in play, not all consistently take opportunities to extend their learning during activities.
- Although there is a suitable key person system in place, parents and children are not always aware of a nominated alternative key person during periods of staff absence.

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 inspectors observed children in all group rooms and during outdoor play.
- The inspectors had discussions with management, parents and staff.
- The inspectors scrutinised selected documentation, including children's progress records.
- The inspectors undertook joint observations with managers.

Inspector

Julie Wright

Full Report

Information about the setting

Pixieland Saltash is one of four nurseries run by Pixieland Nurseries PLC. It opened in 2006 and operates from four buildings in a purpose built setting. All children have access to enclosed outdoor play areas. The premises are situated in a central position in Saltash, on the outskirts of Plymouth. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Care is available for children aged from birth to 15 years. There are currently 167 children on roll, 99 of whom are in the early years age range. The nursery receives free early education funding for children aged three and four years. It opens each weekday from 7am to 6pm, all year round. The nursery supports children with special educational needs and/or disabilities and children who learn English as an additional language. There are 15 staff employed to work with the children, 11 of whom have early years National Vocational Qualifications at level 2, 3 and 4. The area manager of the company has Early Years Professional Status.

What the setting needs to do to improve further

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

- improve consistency in some staff's teaching skills, for example, to fully promote children's mathematical learning

- improve the key person system to ensure that another member of staff known to the family acts as a 'buddy', in order to promote continuity of care during staff absence.

Inspection judgements

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

There are clear and consistent procedures throughout the nursery to monitor and record children's progress. When children first attend, parents and staff complete an 'All about Me' form, which is the basis for initial planning. This information makes staff aware of babies' personal routines and requirements, so they can meet individual needs. Consequently, babies are comfortable and content in the nursery. Staff undertake regular observations on children in their activities. They link these to the areas of learning and then plan for children's next steps. Planning is easily accessible in each room, so that adults working with children know the play objectives. Parents and staff discuss children's general welfare and activities after each session. There are also regular 'parents' evenings', which provide opportunities to look at children's development in more detail.

Parents contribute to their child's 'Learning Journey' and staff provide ideas for shared learning at home. For example, they suggest activities to help develop children's literacy skills. Pre-school children also borrow 'Travelling Ted', although not always on a very regular basis.

Staff plan an effective programme of activities across the nursery. They take account of children's ages, abilities and individual targets. As a result, children make good progress towards the early learning goals. All children enjoy their activities and show interest. For example, staff support babies well as they encourage them to shake hand bells. They talk about 'loud and soft' as babies notice how to make different sounds. Babies that are more mobile explore happily and choose activities. For instance, they sit at a table to chalk on paper. Staff speak gently to babies as they comment on the shapes in their pictures and offer additional materials. They encourage and engage babies. As an example, they ask 'where is your other shoe?' and look for it together. Staff sit on the floor with babies to cuddle and sing, so babies feel secure and form positive attachments. In the toddler room, children develop more independence. They move around with confidence, choosing toys and activities. For example, they eagerly join a member of staff for a story. Toddlers join in with enthusiasm during a favourite tale and remember the sequence. Staff ask children questions about characters in the book to reinforce learning. Toddlers then select books independently and mimic reading to their friends, which demonstrates their understanding. They concentrate well as they build with magnetic blocks. Staff talk to children about what they are doing and 'how high' the tower is, to promote children's learning.

In the pre-school room, children benefit from a good balance of free-play and adult-led activities. For example, they take part in regular small group activities where they focus and concentrate well. Children play games with staff to learn about colour, number and shape, which promote skills for school readiness. Staff teach children 'the rules', so children learn to wait and take turns. Following 'group time' children eagerly choose their next activity. Role-play is popular where children busily pretend to prepare for a picnic. A member of staff joins in and helps children to think of the things they need. They chatter as they spread out a blanket and set out their chosen items, so they have fun as they learn. In each of the areas children play with a variety of sensory and creative materials. For example, they use gloop, paint, water and dough. Most staff interact well with children to encourage learning, although some are less confident in promoting communication and mathematical skills. This means that children's learning is not always extended fully at all times.

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

Staff operate a suitable key person system to promote positive relationships with parents and children. This helps children to settle-in as they form attachments to a familiar, consistent person. However, parents and children are not always aware of staffing arrangements when the key person is absent. Staff find out about children during the introductory period, so that they can meet their needs. As an example, staff know when babies want a dummy or special toy. Then they reassure and encourage babies to put

them away when they are ready. From an early age, children begin to develop independent skills. For example, staff show babies how to hold a spoon and learn to feed themselves. Older children select appropriate amounts of food from the serving trays at lunchtime. The nursery takes part in a nutritional award programme and is currently extending the menu range. Staff have good awareness of children's individual dietary requirements and promote healthy eating. All children learn the importance of hygiene within the daily routines. For example, children clean their teeth after lunch. Pre-school children watch and listen with interest as a member of staff demonstrates thorough brushing with a model mouth.

Children benefit from indoor and outdoor physical play activities across the nursery. For example, toddlers show excitement as they prepare to go to the ball pool. Pre-school children enjoy nature trails in the garden, where they hunt for small world creatures. They are keen to demonstrate their 'star-jumps' and explain that they are 'exercising'. Children behave well and understand the expectations of behaviour. As an example, pre-school children help at 'tidy up time'. They learn to share and cooperate with others. Staff promote positive attitudes in children and help them to be aware of others. For instance, children take part in fund raising event and special celebrations. They enjoy visits from 'people who help us', such as nurses and the fire service. Staff and children create displays of such events, although some of these are too high for children to easily see and recall learning.

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

Staff conduct daily checks and take suitable action to maintain a safe environment for children. They respond promptly to any reported issues, such as potential for a gate to be unsecured and display signs to remind persons to be vigilant about security. There is a clear complaints procedure and staff maintain precise records, to meet requirements. The premises have CCTV and a recently installed 'fingerprint recognition' entry system. Staff demonstrate a good awareness of safeguarding procedures which help to protect children's welfare. They have regular child protection training and complete suitability assessment forms during routine appraisals. Management are robust in their vetting and recruitment procedures, so that suitable persons care for children. There are effective supervision systems in place which contribute to the managers' evaluation of staff effectiveness. These identify training needs and reinforce safeguarding procedures. There is a comprehensive range of policies and procedures in place in respect of children's health and well-being. Staff implement these in practice and inform parents of them.

Staff work well with others to support children's development and to share relevant information. As an example, they liaise effectively with key persons where children attend other settings. Staff also work in partnership with support services, for instance, to promote children's speech and language. Parents provide very positive feedback on the care given. They are pleased with their children's progress and the range of activities. Parents describe how much their children enjoy being in nursery and say that they feel secure. Since the last inspection, the nursery has made significant improvements to

practice. For example, staff have undertaken specific training to develop their knowledge of the regulatory framework. Observation, assessment and planning procedures are now effective, which securely benefits children's learning. A review of the organisation of staff deployment and children's activities has resulted in improvements. For instance, each room has at least one member of staff with a level three qualification at all times. The children's lunchtime routine has been amended to provide more learning opportunities. The nursery has increased the provision of resources for children and training for staff, for example, in baby care. At present the nursery is developing the outdoor play provision for the youngest children. Therefore, staff demonstrate a clear capacity for ongoing improvement. They securely meet the welfare, learning and development requirements, as outlined in the Early Years Foundation Stage framework.

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	EY319269
Local authority	Cornwall
Inspection number	908609
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	130
Number of children on roll	167
Name of provider	Pixieland South West Ltd
Date of previous inspection	30/06/2009
Telephone number	01752 842423

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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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