

Pixie Day Nursery

13 Rectory Road, Beckenham, Kent, BR3 1HL

Inspection date

17/07/2013

Previous inspection date

12/08/2009

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

- The setting is warm and friendly and children benefit from the homely environment that helps to promote their emotional wellbeing.
- Children enjoy the range of activities offered throughout the day and have good opportunities for outdoor play. Staff really support children well, engaging in their play, extending their ideas and developing children's independence.
- Planning and assessment systems have recently been reviewed and these are proving to be effective. Such methods invite parents to share and contribute towards their children's learning and development, enhancing the experiences for children.

It is not yet outstanding because

- Some activities do not give all children the opportunity to confidently express themselves.

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 children engaged in activities both indoors and outside.
- The inspector reviewed a sample of children's documents, procedures and records.
- The inspector spoke to several parents of children attending to find out their views on the provision.
- The inspector undertook a joint observation with the manager.

Inspector

Adelaide Agyemfra

Full Report

Information about the setting

Pixie day Nursery opened on the Rectory Road site in 2005. It is a privately owned nursery under joint proprietorship, operating from a converted building. It is situated in Beckenham, Kent, within walking distance from mainline station, local transport links, shops, schools, parks. Children have access to an enclosed area for outside play. The nursery is open each weekday from 7.30am-6pm for 51 weeks of the year. The nursery serves a broad catchment area and the children who attend reflect the social and cultural mix of the local community. There are currently 34 children aged from one to five years on roll. Children attend a variety of sessions during a week. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery currently supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery receives funding for the provision of free early education for children aged three and four years. The nursery employs six staff, including the registered persons. There are three staff who hold appropriate early years qualifications and two staff that are working towards a recognised qualification.

What the setting needs to do to improve further

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

- give quieter children more opportunities to participate fully in classroom discussions and group activities.

Inspection judgements

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

Children make good progress in this bright and welcoming nursery. The environment is enabling for children as they have a good range of experiences and activities to explore. Many displays show photographs of different activities that children have participated in. Children pretend to cook food and serve tea in their home corner and share it amongst their friends. This supports children in learning about diversity as conversations take place about other people's likes and dislikes.

Staff gain good information from parents when children first start at the setting and through good ongoing communication. This and regular observation enables staff to effectively plan for the needs of all children. Planning is successful overall and staff identify the needs of each child and plan learning in all areas of development. For example, they help children to experiment with writing for a purpose both indoors and

outdoors in the playground. However, on occasion insufficient consideration is given to the involvement of younger children in group activities. For example, during story time all children sit and listen intently to the story. Older children keenly talk about the story and answer staff questions. Younger children sit quietly and are not encouraged to contribute to the discussions to share their ideas. Staff share children's progress effectively with parents. Management and staff have developed a questionnaire which parents use so they can inform the setting of their child's progress. Most parents contribute towards assessment by sharing the learning that happens at home.

The nursery staff work successfully in partnership with other professionals involved in children's care. This helps them to identify and narrow any gaps in children's learning and development. Staff also implement suggested ideas received from professionals to enhance children's care and learning. Staff's engagement with children is good. They support children very well during their play and exploration. They show an enthusiasm in what children have to say and hold interesting conversations which help children to share their thoughts and ideas and recall what they have learnt during the day and in the past. For example, when a story is read to the children they are able to point out that tadpoles turn into frogs, relating the information to a discussion held in the past.

Children enjoy stimulating activities in the outdoor area, for example a member of staff uses mathematical language routinely as part of children's play. They ask the children 'who's first, second and so on'. This gives children an opportunity from an early age to understand the ordination of numbers. Staff use very skilful repetition of numbers as children join in the play. There is also a time-line on the wall in the playground that children refer to if they wish.

Staff display many signs around the indoor and outdoor area to teach children that words carry meaning. For example, children in the toddler room are able to point to and then walk to the tissue box and say 'tissue' when they need to clean their nose, then walk to the bin to throw the dirty tissue as they said 'bin, bin'. These positive learning experiences help children to develop skills to prepare them for starting school.

Children are observed thinking hard as they build a model of a high tower. They use construction blocks and even attempt to build an ice lolly with the construction blocks. When asked what the tower is called a child replies 'banana tower and that's what monkey's eat', they then discuss that the tower was being built for a monkey. They talk about the shapes being used in constructing the tower and make sure the shapes fit nicely with each other. Words such as 'rickety', 'a bit too high' and 'that's good' are used while constructing the tower; this shows that children are able to compare and contrast and that their vocabulary is developing. Children are interested and keen learners who display the characteristics of effective learning.

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

Structured settling in arrangements support children and their families effectively when they join the nursery. This together with opportunities for parents to spend time with their

children in the nursery ensures that children feel safe and welcome when they start and helps to build strong links with parents. Each child is allocated a key person who helps them to settle. Parents comment on how they appreciate the caring approach of the staff team in helping children to settle in.

Staff have a good approach to support children's personal, social and emotional development. When children are upset staff calmly talk to them, acknowledge that they feel sad and offer them a reassuring cuddle. Children soon feel reassured and settled. Staff provide resources at low level so children are able to choose what they want to play with. Staff are very encouraging as children attempt to improve their self-care skills and independence; for example, brushing their teeth after lunch, washing their hands and wiping their faces. Staff explain to the children why it is important to 'wash the germs away'.

Children make good progress in their physical development. They enjoy playing well organised physical games in the garden with a member of staff. They use a variety of equipment to practise their skills in climbing, jumping, balancing and running. The member of staff is vigilant in her supervision of the children's activity and understands the importance of making sure that children remain safe at all times.

Children communicate with confidence, talking with a great deal of enthusiasm about their activities. The manager and staff introduce children to visitors, which gives them reassurance and helps them feel secure and safe. The children confidently talk to and show visitors what they enjoy playing with. These experiences help children to develop valuable skills for their future lives.

Children enjoy eating nutritious meals and tasty snacks which are prepared fresh every day. They develop a good understanding of the importance of adopting healthy lifestyles.

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

Leadership and management are strong. Staff embrace in-house training and training offered through their local borough early years. They demonstrate a good understanding and up-to-date knowledge of the Statutory Framework for the Early Years Foundation Stage. The development of planning and assessment methods has had a positive effect as staff monitor the content of the curriculum thoroughly. This helps to ensure that children receive a broad and balanced curriculum to support their learning. The staff team have reflected and addressed any previous areas for improvement; for example ensuring that all policies and procedures are updated to reflect the welfare requirements of the Early Years Foundation Stage.

Parents express their views on the service through the use of questionnaires and verbal communication. Parents feedback that they are happy with the service and feel that it is a home from home environment. They relate to the staff well and feel informed about their children's progress and general well-being.

Staff morale is high and they have good opportunities for further training to enhance their professional development. This means that their knowledge and skills reflect current practise, benefitting both children and parents.

Management complete the required checks and induction procedures, to help staff understand the procedures to follow to safeguard children's welfare and to ensure children are suitably cared for. As a result staff are suitable to work with children. In addition they understand procedures to ensure the smooth running of the day. Staff mentoring is also effective; staff meetings, discussion and observations help managers to set targets to further improve staff performance. This has a positive impact on children as practice is good. Staff demonstrate good knowledge of safeguarding procedures and are able to tell of possible signs and symptoms of harm and what to do if they have any concerns. This helps to protect children, aiding their safety and wellbeing. The premises are safe and secure and most staff have kept their first aid training up to date.

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	EY309636
Local authority	Bromley
Inspection number	827965
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	34
Name of provider	Jane Brooke & Catherine Workman Partnership
Date of previous inspection	12/08/2009
Telephone number	0208 658 3982

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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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