

Pixieland Stoke

10 Springfield Drive, Plymouth, Devon, PL3 4DU

Inspection date	20/08/2013
Previous inspection date	06/03/2013

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

- Children are happy and content as staff provide an environment where they feel safe and secure .
- Staff provide activities which engage children interest and curiosity.
- Babies are secure and settle because staff clearly know their individual needs well and ready to provide the reassuring support .

It is not yet outstanding because

- Systems to ensure all parents know their child's key person are not consistently applied throughout the nursery.
- The promotion of story time and easy access to books is not consistently effective in all areas in the nursery.

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 held meetings with the management, staff and parents.
- The inspectors observed children in all base rooms and outside.
- The inspectors undertook joint observations with managers.
- The inspectors scrutinised documentation, including children's records, some policies, accident records and staff records.

Inspector

Sara Frost

Full Report

Information about the setting

Pixieland Stoke Nursery is one of four nurseries run by Pixieland Nurseries PLC. It opened in 2000 and operates from a detached property in Stoke, a residential area of Plymouth. All children have access to an enclosed outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Care is available for children aged from birth to 11 years. There are currently 155 children on roll, 146 of whom are in the early years age range. The nursery receives free early education funding for children aged two-, three- and four-year-olds. It is open Monday to Friday from 7am to 6pm all year round apart from Bank Holidays and a week at Christmas. The nursery supports children with special educational needs and/or disabilities and those who are learning English as an additional language. There are 25 staff employed to work with the children of whom 16 have an early years National Vocational Qualification at level 2, 3, and 4. The area manager of the company has Early Years Practitioner Status.

What the setting needs to do to improve further

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

- strengthen systems to ensure all parents are fully informed of their child's key person
- develop the suitability of stories shared in the toddler area and improve access to books for children in the pre-school room.

Inspection judgements

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

Children make good progress as staff provide children with a wide range of activities. As a result children are busy and suitably challenged which effectively promotes their learning and development. For example, older children use mathematical language as they compare shapes and sizes as they play with dough. Staff encourage and allow children time to work things out for themselves. For example, pre-school children experiment to see which items will 'float or sink'. Where as in the toddler's room staff provide children with opportunities to explore through use of touch to make different sounds and change the lighting. Children enjoy watching the bubbles, pressing buttons to change the effect. All children enjoy the opportunity to practise early writing skills through painting, chalking or making lists. Staff effectively promote children's language as they talk about 'wiggle worms'. Staff encourage and engage with babies. They sit close by gently chatting and

smiling as they gain eye contact, babies explore sound making toys. Children enjoy playing musical instruments, following simple instructions as they listen to the sound each instrument makes, playing softly or loudly, fast or slow. Younger children enthusiastically enjoy dancing and singing to action songs.

Although staff promote children's literacy development, the organisation of books and the delivery of stories at times is not fully effective. For example, the group story session for the toddlers is sometimes too long as a result, children lose interest. The positioning of the book area in the pre-school room means that children cannot freely access books when the smaller room is in use. Children on an individual basis enjoy sharing and reading a story together with a member of staff.

Throughout the nursery, there are clear and effective practices to monitor and record children's progress. Parents and staff complete the 'All about me' form, and is used by staff to aid initial planning. This ensures staff are familiar with individual children's routines. Room leaders continue to ensure this good practice is maintained as they consistently share information with support staff to ensure they are up to date with each child's stage of development. As a result, staff promote children's progress effectively as they play and explore. For example, they help younger children to develop their communication skills and recognise colours as they talk about the puzzle pictures. Observations undertaken help towards the next day's planning to promote individual children's development further. Staff talk to parents about their child's day including activities and routines at home time. In addition, staff hold regular parents' evenings providing further opportunities to share children's development. Parents are invited to share and contribute to their child's 'learning journals'. Staff provide ideas for parents to do with their child at home if they so wish. The nursery has recently introduced 'Betty Bear' to further build bridges between the children, their family and nursery life.

Staff complete the required progress check for children aged two years as well as regular summary checks for all children who attend the nursery. There is a good balance of organised and free flow play. This means that at times during the day staff organise group activities to enable children to concentrate and focus on a specific area. For example, staff will develop games using dice to help children learn about number, turn taking and sharing. All of which help children as they become ready to move onto school. Other times children will be playing without initial direction from staff, but they might suggest a prop or idea to extend the children's play further.

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

Children are secure in the nursery environment as staff are familiar with their individual needs; this practice continues as staff talk with parents regularly sharing information. Staff are attentive as children and parents arrive making all feel welcome. As a result, children settle quickly and are confident within the nursery environment. Older children happily talk with staff, inviting them to join in with their play. Younger children seek cuddles from staff, for example if they are tired. Staff know children well and effectively provide reassurance to babies to enable them to feel safe and secure. Although the nursery uses a

key worker system, some parents are not always aware who their child's key person is, as they move on through the nursery.

The nursery employs a cook who prepares the meals and has high standards. For example, he insists any adults near food wear protective clothing. The nursery uses a menu devised by one of their other nurseries that has achieved a nutritional award. The menu is displayed for all to see. Therefore parents are fully aware of what is available to their child on any given day. Staff encourages children to develop their independence skills. For example, young toddlers are encouraged to spoon feed themselves. As they progress, children are provided with forks and knives and older children learn to serve themselves. All children are encouraged and learn about the importance of hygiene. Older children know for example to wash their hands after visiting the toilet, younger children sometimes require a gentle reminder. Staff help and support children throughout their development. They follow parent's wishes during weaning and toilet training, to promote children's self-care.

Children respond well to the positive interaction and consistent praise from staff, and as a result, their behaviour is good. Staff throughout the nursery use picture cards carried on their person to aid communication and children's understanding of what is going to happen next. Picture time lines used also help children understand what is happening as the day progresses. The organisation of the nursery provides the pre-school room children with free access to the outdoor area. Babies and toddlers also get access to the outdoor facilities on a daily basis. There is a good range of resources available to help develop children's physical skills. Children also grow plants and vegetables at various times during the year.

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

Staff demonstrate they have a good understanding of welfare and learning requirements. As a result, they plan activities, which are fun and engage children's interests. Children are safeguarded as staff are confident in the nursery's procedures to follow to ensure children remain safe whilst in their care. The nursery has installed finger print recognition or inter-communication systems for parents and staff to gain entry to their child's base rooms. In addition, the nursery is monitored by closed circuit television (CCTV).

Children are kept safe from unvetted persons. For example, children play outdoors whilst electricians fixed problem returning to the toddler room after the job is completed. Management are robust in their recruitment, to ensure staff are suitable to care for children. Management continue to ensure staff remain suitable to work in the nursery and identify any training needs through regular supervision and appraisals. Since the last inspection the nursery has made various improvements. For example, wicker baskets have been purchased to store children's toys in low-level units, allowing children to make their own choices in play. There has been some improvement to the noise levels within the rooms through the purchasing of rugs to cover the laminate flooring. Management state the noise level is still an area they are working with staff to lower even further.

There are clear systems in place for maintaining records such as any complaints. Staff are suitably first aid trained and any accidents are well documented; any serious accidents are investigated to ensure staff followed the nurseries correct procedures, such as obtaining reports from staff and viewing CCTV records. Risk assessments conducted on a regular basis, with daily checks completed to ensure areas and resources accessible to children do not pose a hazard. Management understand their responsibilities under the Statutory Framework and take appropriate action. For example, they are fully aware of the requirement to notify Ofsted of significant events.

Partnership with parents overall is good. The nursery supports a number of children with English as an additional language, special educational needs and/or disabilities. The designated members of staff ensure all children are supported well. She has introduced systems to quickly help to identify any children in the nursery who may require additional support to aid their development. Parents say how supportive staff are when working with other agencies. As a result, staff ensure families receive the appropriate support and consistency for their children's development and individual needs. Staff work closely with other agencies such as speech and language therapists to promote children's development. Parents state that the nursery staff are approachable, supportive and friendly. Parents receive information in various ways discussions with staff, letters, sharing of learning journals. They know when their child is due to move to the next room in the nursery. The child visits their new room and parents are informed of the date for the planned move.

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	930973
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	155
Name of provider	Pixieland (Stoke Village) Ltd
Date of previous inspection	06/03/2013
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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