

# Pixies Tree

63 Portsmouth Road, Southampton, Hampshire, SO19 9BE

<b>Inspection date</b>	19/09/2013
Previous inspection date	17/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 staff are enthusiastic and plan a wide range of good quality activities that promote children's learning.
- Children feel happy and secure in the nursery and have good relationships with their peers and staff.
- Children are offered interesting and challenging activities that they enjoy.
- The environment and interaction of the staff are conducive to children's learning.

### It is not yet outstanding because

- Information for parents to help them extend their child's learning at home is not consistently robust.
- Staff do not always respond to children's enthusiasm to extend or enhance an activity.

## 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.

## Inspection activities

- The inspector observed the interaction between the staff and children.
- The inspector spoke to children, staff and parents.
- The inspector sampled the children's records including observations and learning journeys.
- The inspector undertook a joint observation with the manager.

## Inspector

Amanda Shedden

## Full Report

### Information about the setting

Pixies Tree Day Nursery opened in 2000. It was owned and managed by the Pixies Day Nursery Group. The company changed name in May 2013 to Pixies Day Nursery Partnership. It operates from a detached building in the Woolston area of Southampton. There is easy access for younger children on the ground floor with provision for children aged three to five years on the first floor. All children have access to a secure outside area. The nursery is open each weekday from 7.30am to 6pm all year round. Children come from the local area and attend for a variety of sessions. The nursery is registered on the Early Years Register to care for a maximum of 60 children. The nursery staff support children with special educational needs and/or disabilities and those who are learning English as an additional language. There are 20 staff working with the children, all of whom hold appropriate early years qualifications.

### What the setting needs to do to improve further

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

- further develop ongoing information for parents to ensure they can continue their child's learning at home
  
- further develop practice so that children's interests are incorporated into their activities as they arise.

### Inspection judgements

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

All staff have a secure knowledge of how children learn and through their positive and knowledgeable interaction they consistently promote their learning. Children are making good progress in their learning in relation to their starting points. Staff spend time observing and tracking children's learning and make plans for focused activities to help the children progress. Staff also plan effectively to offer the children a wide range of interesting activities to enjoy. The shared knowledge of the children enables all staff to engage effectively with the children in their room to promote their learning throughout the day. However, at times staff continue with a planned activity instead of responding to children's enthusiasm to do something else. This slightly reduces opportunities to build on the children's interests.

Staff make regular assessments on the children, which helps identify any learning needs.

The assessments are also used to inform the progress check for two-year-olds, which is shared with the parents.

Children throughout the nursery benefit from a range of sensory activities delivered according to their age and stage of development. Babies explore treasure baskets using their hands and mouths. Toddlers help make the play dough and increase their skills using a range of tools to manipulate the dough. Older children explore the textures and different smells of different colour jellies. The interaction from staff across the nursery during these activities are effective and help to promote children's language and thinking skills.

Children gain an understanding of shape size and number through different activities. Older children sequence objects according to size and colours of similar shapes. Young children colour in the different shapes of numbers and use puzzles deciding which piece goes where. The staff's knowledge of the individual child results in children getting the right support for their level of understanding. As a result, children are obtaining the skills, attitude and dispositions they need to be ready for school or the next stage of learning overall.

Children with additional needs or for whom English is a second language are supported well. Staff gain an understanding of their needs and work where necessary other agencies to ensure there is continuity. Picture cards are created to help children with limited language to communicate with the staff. There are a range of resources that reflect different cultures and disabilities for the children to use. Staff plan activities to encourage children's understanding of different cultures.

The staff and parents have positive and worthwhile relationships. They verbally exchange information daily so parents are aware of the activities their children have enjoyed that day. Before their child starts parents complete a 'unique child' profile and they have in-depth discussions with their child's key person before their child starts. This enables the key person to have a good understanding of the child and they are able to effectively plan around the child's interests.

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

Children feel secure and happy at the nursery. Each age group has a dedicated room with appropriate resources in each, along with familiar staff. This helps children to feel secure. The key person system is effective and helps children form secure attachments to key staff who understand their needs well.

The nursery environment offers children a positive learning environment. The combination of displays of children's work, airy light rooms and effective staff are conducive to children learning. The resources are of a good quality and displayed to encourage children of all ages to become independent as they choose what they wish to play with independently. The well-equipped outdoor area offers the children many different experiences and learning opportunities that help promote their all-round development. The nursery staff make good use of space. For example, staff have decorated the stairway used by the pre-

school children to access the garden as if the children are going through a favourite story. Children made many of the props, such as the snowflakes, giving children a sense of pride and belonging.

Children develop an understanding about keeping healthy and are supported to become independent in their self-care skills. Older children wash their hands independently before eating knowing that it is to get rid of germs. Younger children are supported to gain an understanding of self care skills. All children brush their teeth after the main meal of the day. Each day they are offered a home cooked nutritious meal which they sit together in their rooms making it a social occasion. Children as soon as they are old enough serve themselves helping them understand about portion control. Children learn skills such as how to butter their crumpets and cut up their own food. Children take responsibility for the upkeep of vegetables, fruit and flowers in the garden. Once ripe, the fruits and vegetables are eaten by the children as part of their snack or at mealtimes.

All children benefit from the strong procedures in place to support their move to school or into the next stage of the nursery. Staff share information openly with parents and they discuss when their child should move onto the next room. Their key person accompanies them on their visits offering them continuity and staff exchange good quality information between the rooms. This ensures that staff meet children's individual needs as they prepare for their next stage in their learning.

Children's behaviour is very good. Staff are good role models and gently remind children about the rules such as not running indoors and to use their manners. They help older children to sort out conflicts with their friends through positive interaction as they help them to discuss the problem. Young children respond positively to reminders to share with their friends. For example, one child had lots of play dough and some of the children had none. The staff explained this to the child and they readily shared the dough with the other children. Children learn about keeping themselves safe they are reminded to use 'kind hands' and to hold onto the handle as they go up and down stairs. Children are taught how to handle tools and resources safely. When staff introduce new resources to the nursery, particularly in the garden, they discuss how to use them safely with the children.

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

Children are effectively safeguarded at the nursery. All staff have undertaken safeguarding training so they are aware of the procedure to follow if they had a concern about a child. They use effective risk assessments to promote the safety of the environments the children use. Robust recruitment procedures are in place, which enable management to be sure that any adults appointed are suitable. Staff are made aware of the policies and procedures of the nursery as part of their induction and they spend time revisiting them to promote their ongoing understanding of them.

Management effectively monitors the planning and assessment of the curriculum and

children's progress. This enables management to have an overview of the activities, an accurate understanding of the children's abilities and the range of activities that staff offer the children.

The management and staff evaluate all aspects of the nursery and strengths and weaknesses are identified. Action and development plans are created and are used to develop the nursery further. For example all staff have recently undertaken training to help them support and develop children's language abilities and skills. The garden has recently been improved offering children all weather surfaces to play on. Staff are encouraged to undertake training, any training undertaken is cascaded down to all the staff to develop further their skills and knowledge. Staff's professional development is further encouraged as they are supported to undertake further qualifications in childcare, to improve the outcomes for children.

The nursery staff have good relationships with other providers of the Early Years Foundation Stage and other agencies that are involved with the children. Nursery staff visit the other early years providers and share information about the children to support their development and continuity of care. They work closely with other agencies to ensure that the child's needs are being fully promoted. There are good systems in place for the transfer of information between the nursery and the parents or carers. Staff provide parents with regular information about the activities at nursery. Parents meet with their child's key worker each term to discuss their child's progress. They are encouraged to take home recipes of the meals their children enjoy here. They are offered information about how to encourage their child's language development and they are invited in to undertake activities with their children. However, parents and carers are not offered ongoing information to enable them to continue their child's learning at home. This slightly reduces opportunities to promote continuity of learning. Parents state they are very happy with the nursery; they can see the progress their children are making and their children enjoy coming here.

## 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

<b>Unique reference number</b>	131606
<b>Local authority</b>	Southampton
<b>Inspection number</b>	933501
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	111
<b>Name of provider</b>	Pixies Day Nuseries Partnership
<b>Date of previous inspection</b>	17/02/2010
<b>Telephone number</b>	023 8044 5869

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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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