

# Pixies Day Nursery and Pixies Too Ltd

Pixies Day Nursery & Pre-School, 39 Locks Road, Locks Heath, SOUTHAMPTON, SO31 6NS

<b>Inspection date</b>	26/09/2013
Previous inspection date	03/01/2012

<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

- Children thoroughly enjoy their time at the nursery. Children of all ages are happy and confident.
- The indoor and outdoor learning environments provide interesting and stimulating resources that engage children and build on their interests.
- Children show they feel safe and secure in the nursery and arrangements for safeguarding the children are very good.
- Children benefit from the successful partnership between the staff and parents, ensuring key information is shared between them.

### It is not yet outstanding because

- Staff do not consistently organise the daily routine well, which means children sometimes become restless sitting for lengthy periods in large group time.

## 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 discussed the format of the inspection on arrival.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector observed activities in the indoor and the outdoor learning environment.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Alison Large

## Full Report

### Information about the setting

Pixies Day Nursery and Pixies Too Ltd. is a privately owned setting which first registered in 1996 and opened a second building, next door in 1998. It re-registered in 2011 as a limited company. The setting operates from seven rooms in the two buildings in the Locks Heath area of Southampton. All children share access to a secure, enclosed, outdoor play area. The nursery serves the local and wider area. The nursery is open from 7.30am to 6.30pm for 51 weeks a year. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 118 children in the early years age group on roll. The setting provides funding for early education for children aged two, three and four years. Children are able to attend for a variety of sessions or for the whole day. The staff support a number of children learning English as additional language. The nursery employs 38 members of staff to work with the children. Of these 29 hold appropriate early years qualifications. One member of staff holds 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:

- strengthen daily routines so that children do not sit for long periods of time during group times.

### Inspection judgements

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

The staff create an environment where the atmosphere is positive and encouraging. Therefore, children enjoy their time at the nursery, take pleasure in their learning and achieve well in relation to their starting points. Children's social skills are developing well and are promoted by staff who regularly praise the children for their achievements. During creative play children are able to experiment with a variety of textures including glue and paint. Babies have lots of opportunities to explore resources with their senses. They touch and handle toys discovering how things make a variety of noises and have different textures. All children enjoy good opportunities to choose, participate and become independent in their play. Staff sit with children and engage in effective conversations with them. Consequently, they support children's language skills well and extend their thinking and creativity. Adults sit with the children and read books with them, which clearly helps the children to become aware that written words have meaning. Children are encouraged to count and use numbers in a variety of ways. They recognise shapes and can name colours. Staff promote the educational programmes well to ensure the children are offered

interesting experiences across the different areas of learning. However, during large group times, some children lose interest through sitting for too long, which means they become restless.

Parents complete a detailed 'All about me' form before children start at the nursery, which enables staff to identify children's starting points. Activities are planned around children's interests and focused adult-initiated activities are planned to encompass individual key children's next steps. All staff make observations of the children, collect photographic evidence and include these in each child's learning journal. Staff use a tracking sheet showing how children are progressing in the different areas of learning, and this is also used to identify any gaps in children's progress. Staff have good links with parents, which means they are kept informed of their children's progress. The nursery has implemented the progress check for two-year-olds and all documentation is in place and shared with parents.

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

Children settle well and are happy and confident in the nursery. Children's individual needs are met because staff get to know the children well and work to promote an inclusive environment. A good key person system is in place. This enables children to develop trusting relationships and to help children to be ready for the next stages in their learning. Staff discuss babies' routines with parents when they first start and at regular intervals to ensure their wishes are met. The outside play area has a range of resources to stimulate the children's interests and provide opportunities for learning and enjoyment. The children enjoy running around getting plenty of fresh air and exercise. They are supported well by staff and are able to climb and practise a good range of movements in safety.

Staff teach children how to stay safe effectively. For example, they discuss safety issues with the children, including why they should not run indoors, or climb on the chairs. Good systems are in place for behaviour management. Staff encourage children to share and take turns and therefore, children behave and play well together. Children are developing positive relationships with each other and interact well together throughout the setting. The children are learning about good hygiene routines as they are reminded to wash their hands before eating and after messy play. Many are independent and take themselves to the toilets or put on their own coats before going outside. Good systems are in place to inform staff of any health or dietary issues the children may have and thorough records are kept of accidents and any medication administered. The nursery provides a good variety of healthy and nutritious meals and snacks, which are cooked on the premises; and drinks are offered throughout the session. Staff help support the children when they first join the setting and as they move up into the different age groups within the nursery. Staff have also made good links with the various schools the children will move onto. Staff support the children well as they develop their independence and gain the skills needed to be ready to start school. They welcome the teachers into the nursery to visit and get to know the children, to ensure all the children have a successful move into school.

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

Children are secure and happy, in a welcoming environment, where staff offer a good variety of resources and play opportunities. Staff safeguard children well, as effective systems are in place to ensure they have a good awareness of safeguarding procedures and are aware of their roles and responsibilities. There are strong vetting and recruitment procedures in place, which helps to ensure the suitability of those individuals working with children. Appraisal systems are in place for all staff and the induction process is thorough.

The nursery has developed and reviewed procedures for safeguarding children following concerns raised to Ofsted earlier this year that resulted in the provider being issued with a notice to improve. These concerns related to risk assessments for the premises and suitability of adults. Prompt and appropriate action was taken to both meet, and continue to meet, relevant requirements. Procedures for maintaining children's well-being have also been reviewed and strengthened following an incident regarding two children remaining indoors when others went outside. The management team are aware of their duty to notify Ofsted of any changes as set out in the Statutory Framework for the Early Years Foundation Stage. Clear records of risk assessment show how staff prioritise children's safety in all areas both inside and outside. Staff supervise children well indoors and when they go out to play and use clear explanations to help ensure that children learn to understand hazards. Staff also carry out daily checks before the nursery opens, to ensure all areas remain safe for the children to use. They ensure access to the premises is secure and that all staff, children and visitors are signed in when inside the nursery. Children benefit from a staff team that work very well together and share a commitment to improvement. Staff are involved in all aspects of the provision and contribute fully to the planning. A comprehensive range of policies and procedures help ensure that children's welfare needs are met. Staff provide children with an inclusive environment and help them to learn about valuing each other's differences. The staff promote equality and diversity well. Children learning English as an additional language are supported well by staff and are able to make good progress in their learning and development. Systems for self-evaluation, monitoring and evaluating staff practice are in place to ensure continual improvement takes place. For example, the recommendations made at the last inspection have all been met and the staff are taking part in a healthy early years award.

A very good partnership between the nursery and the parents ensures key information is shared between them. Parents are kept informed about daily routines and the activities their children have taken part in. Parents express confidence in the standard of care, communication and their children's preparation for the future. Staff are committed to ensure every child and their family are valued and welcomed within the setting. They liaise with providers of other early years settings that the children may attend, to ensure information is shared about their learning and development for continuity of care.

## 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

<b>Unique reference number</b>	EY427816
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	933500
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	99
<b>Number of children on roll</b>	118
<b>Name of provider</b>	Pixies Day Nursery and Pixies Too Ltd
<b>Date of previous inspection</b>	03/01/2012
<b>Telephone number</b>	01489576758

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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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