

Pixieland Stoke

10 Springfield Drive, Plymouth, Devon, PL3 4DU

Inspection date	16/12/2013
Previous inspection date	20/08/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children have bright welcoming rooms in which to play and access to a good range of toys and resources.
- Staff support children in their learning as they play and are consistent in how they deal with behaviour. Consequently children learn to behave, share and take turns well.
- Children confidently choose where they want to play and are eager to learn.

It is not yet good because

- The staff do not always adhere to the nursery policies and procedures. They do not always record injuries children arrive to the nursery with, which is a requirement of their written accident and existing injuries policy.
- Children's assessments are not all kept up-to-date to enable staff to show an accurate picture to parents of the progress their child is making so they can support this at home.
- Meal times are not organised well enough, leaving children to get restless and unsettled as they wait for their lunch to be served.

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 the children in the playrooms.
- The inspector held discussions with the area manager, the manager and members of staff.
- The inspector conducted a joint observation of an activity with the manager.
- The inspector sampled children's assessment records and the nursery's policies and procedures.

Inspector

Sally Hall

Full report

Information about the setting

Pixieland Stoke Nursery is one of four nurseries run by Pixieland Nurseries Ltd. It registered in 2000. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Registers. It operates from a detached property in Stoke, a residential area of Plymouth. There is an enclosed outdoor play area. Care is available for children aged from birth to 11 years. There are currently 190 children on roll, of these 116 children are in the early years age group. The nursery receives funding for the provision of free early education for children aged two, three, and four years. 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 children who are learning English as an additional language. There are 33 staff employed of these 27 staff are employed to work with the children of whom 22 have a recognised early years National Vocational Qualification. The area manager of the company has Early Years Professional Status.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure staff are clear of the nursery policies and procedures and implement them consistently, in particular, the policy and procedure for recording existing injuries that a child attends with.
- ensure assessments of children's progress are consistently kept up-to-date and shared with parents so they are fully informed of their child's learning and development in order that they can support this at home.

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

- review the organisation of lunch times so that children do not become restless and unsettled whilst waiting for their lunch.

Inspection judgements

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

Children are very happy and secure. Staff plan effectively to cover all the areas of learning and to provide children with a broad range of play opportunities. Each child has a key person to support them to learn as they play and each child's key person is introduced to the parent. Observations and assessments are completed on each child. However, there

are inconsistencies in how frequently children's progress is monitored and assessed so staff are able to share the progress every child is making fully with their parents. This means parents are not fully involved in their child's learning and development in order to support this at home. The children are confident and keen to learn. They concentrate well at their chosen tasks. Children learn problem solving by completing puzzles. They have comfortable book corners in which to sit and look at books and enjoy stories. Children learn to turn the pages carefully so they do not get ripped. Children return the books to the stand carefully when they have finished looking at them, demonstrating they know how to handle books carefully. Children play happily alongside their friends. They enjoy role-play saying 'I have a treat for you' as they pretend that they have made something. This shows they are developing their imaginations. Children have good access to pencils, paper and crayons to support their early writing skills. The rooms are set up well to support children in all the areas of learning. The children confidently choose the toys they want to play with showing suitable levels of independence.

Children with special educational needs and /or disabilities and children who speak English as additional language are supported well. Staff have good links with outside agencies including the speech and language therapist and Portage workers to provide additional support for a child that needs it. The nursery provides one to one support for children as necessary. Staff learn key words in the child's own language and liaise with parents to learn about the child's own culture and to respect parents' wishes. Staff use sign language with the children and this supports all children to be able to communicate. The nursery provides a fully inclusive provision. Children are prepared well in readiness for starting school. The children that are due to leave to go to school have a graduation day in July with all the staff, and children dress up in school uniform.

The staff interact well with the children as they play and overall they ask open-ended questions and give children sufficient thinking time to answer. This promotes children's language and means they are able to express their thoughts and ideas. Children have a broad range of craft activities and are encouraged to use their own ideas and imaginations. Their work is displayed attractively around the rooms. Children have access to a very good range of toys and resources. They enjoy playing with play dough and chat happily with each other as they play talking about what they are making. They participate in group games which help them to learn to share and take turns.

Children learn about their local community and are involved in fund raising events. They learn about the wider world and diversity through celebrating festivals with the staff and trying different foods from around the world. Babies and younger children's individual needs and routines are met well. The staff support them in their play to help them to develop their early vocabulary by singing songs with them and repeating words. Young children are supported in their early learning through heuristic and sensory play with bottles filled with glitter and rice. They enjoy using an interactive board changing the sounds and the colours as they play. The children have messy activities such as hand, foot and vegetable printing. They explore with different textures such as shredded paper, sand and water. This helps children to become inquisitive and gain confidence to try new experiences.

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

Staff are deployed well in the nursery and children are supervised well at all times. This supports them to feel safe and secure. Staff teach the children to behave well and to learn share and take turns. They learn to keep themselves and each other safe as they play with gentle reminders from staff not to run indoors and to walk on the slope leading to the garden. Children receive consistent praise and encouragement which builds their own self-esteem. They confidently leave their parents and quickly settle in to their play showing they feel safe and secure in the nursery.

Children have a well-maintained and clean environment in which to play. Good hygiene routines are followed and children become confident in their own self-care from a young age. Their daily routine is recorded in contact books for parents and this helps to support consistency of care. There is a 'no shoe' policy in the baby room, enabling babies to crawl safely on clean carpets. Children have separate linen when sleeping and are checked regularly, including their sleeping position, which is recorded. Room thermometers are in each room to monitor the temperature to ensure that children can play comfortably. The temperature is checked throughout the day and recorded.

Children's dietary needs are known and recorded. Children have healthy meals provided and the nursery have taken advice from a nutritionist. The older children have a cafe style snack time. The children all have access to drinks except the younger toddlers whose drinks are kept out of reach. This is to prevent a child taking the wrong cup and also because some children have juice at parents' request. However, staff ensure children have plenty of fluids during the day as well as at snack and meal times. They keep a drinks record to ensure that children remain well hydrated at all times. However, meal times are not organised well enough leaving children sitting and getting restless and unsettled as they wait for their lunch to be served or cut up. Children enjoy fresh air each day playing in the enclosed garden with a range of equipment to support their physical development. Children enjoy growing items and to explore and investigate with magnifying glasses in the nearby park. This helps them become familiar with the natural world around them.

There are good systems in place to support children when they are due to move rooms. They have visits to the next room to get to know their new key person. Parents are also informed of the planned move and who their child's key person is and they are invited in for stay and play sessions. Children are learning the skills they need in readiness for starting school. They listen and respond to instructions such as at tidy-up-time and the older children help to lay the table at lunch time. The children confidently get themselves ready to go outside to play.

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

Staff are supported by the area manager and the manager. Children's safety is monitored through the use of close circuit television (CCTV) in all the rooms. Parents can view this from the office. Secure systems are in place for the recruitment of new staff. The numbers

of staff has increased due to the increase in the number of children attending. Clear induction procedures are in place for new staff so overall they are clear of their role and responsibilities. The induction procedures includes all the policies and these include the 'safeguarding' and 'whistle blowing' policies and the safe use of camera's and mobile phones which have to be left in the office.

Risk assessments are completed and regularly reviewed. A daily check is completed of all the rooms to maintain a safe environment for children in which to play. Staff have regular supervision and appraisals. These times are used to discuss safeguarding with the staff so they are clear of what to do in the event of a child protection concern and 'whistle blowing'. The nursery is clear to notify Ofsted of any significant event including if an allegation is made against a member of staff. The nursery has comprehensive policies that are shared with staff. This includes a policy for the recording of accidents and existing injuries to children. However, it is not consistently applied to ensure that every existing injury a child attends with is recorded in line with the policy. Appraisals are used to monitor staff performance and to identify any training needs.

Fire drills are practised regularly with the children so they are clear of what to do in an emergency. Visitors to the setting are recorded so that it is clear who is in the building at any one time. There are informative notice boards throughout the nursery which includes details of each child's key person. Staff have a good exchange of information daily with parents to keep them informed of how their child has been. Regular parents' evenings are held to discuss aspects of children's progress. The parents' views are sought through questionnaires and acted upon. The nursery maintains a complaints record. The children's assessment records are shared with other settings and local schools when children leave.

The management monitors the nursery and have taken action on the recommendations from the last inspection. This included improving the book corners. Children now have comfortable seating to use and a good range of books to choose from. The nursery reflects on their practice through their self-evaluation and is due to undertake the Bristol Standards Accreditation. They have recently purchased new resources to enhance the learning environment for children.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	942411
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	190
Name of provider	Pixieland (Stoke Village) Ltd
Date of previous inspection	20/08/2013
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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