

Pixieland Saltash

Long Park Road, Saltash, Cornwall, PL12 4AQ

Inspection date	07/01/2014
Previous inspection date	22/04/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Parents report at inspection the positive sharing of information by staff. The nursery obtains clear information from the beginning, to help staff plan and develop the appropriate care and learning for each individual child.
- Staff have established partnerships to promote inclusive practices to further support children's well-being, learning and development.
- Staff provide a warm and welcoming environment where children are able to make choices from a suitable range of resources and toys.

It is not yet good because

- Some teaching practices do not challenge children well, and, as a result, not all children's needs are effectively met.
- Children lack suitable choices or opportunities to extend their learning in the outdoor environment.
- Children do not have the opportunities to see and embrace their home language and share with others.

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 observed activities in all areas of the nursery and the outside learning environment.
- The inspectors had discussions with management, staff, children and parents.
- The inspectors invited the area manager and manager to complete joint observations.
- The inspectors sampled a range of documentation, including risk assessments, staff and children's records, and planning.
- The inspectors viewed video footage.

Inspector

Sara Frost and Julie Wright

Full report

Information about the setting

Pixieland Saltash Limited is one of four nurseries owned by Pixieland. It opened in 2006 and operates from four buildings in a purpose-built setting. All children have access to enclosed outdoor play areas. The premises are situated in a central position in Saltash, on the outskirts of Plymouth. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Care is available for children aged from birth to 12 years. There are 191 children on roll, 114 of whom are in the early years age-range. The nursery receives funding for free early education for children aged two, three and four years. It opens each weekday from 7am to 6pm, for 51 weeks of the year. The nursery supports children with special educational needs and/or disabilities and children who learn English as an additional language. There are 17 staff employed to work with the children, 14 of whom have early years National Vocational Qualifications at level 2, 3 and 4. 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:

- improve the consistency of the quality of teaching throughout the nursery, to challenge appropriately and improve learning opportunities
- ensure children have opportunities to use their own language in play and to extend these opportunities for the other children in the nursery

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

- improve the outdoor play areas to provide children with choices in their play and widen their opportunities in all the areas of learning.

Inspection judgements

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

Staff provide a warm and welcoming environment where children are able to make choices from a suitable range of resources and toys. Children enjoy seeking out additional items in the home corner to take on the role of the 'doctor', and they use their imagination well, looking into their friend's ears and throats, telling them they 'will get better soon'. Staff promote children's imagination at other times during the day, for instance, children want to act out familiar stories as they play outdoors, and they develop their own imaginative

play with monsters.

Children enjoy a range of activities and experiences which mostly interest them and support them to make steady progress in their learning and development. Staff observe children as they engage in their activities and link these to the areas of learning. Staff use these to help them identify children's next steps in their learning. Although staff clearly know children well, they do not always effectively respond to meeting children's individual needs and interests. As a result, not all children are fully engaged in activities provided, which disrupts others who lose interest owing to the member of staff needing to deal with the distraction.

Activities are planned around children's individual learning and development requirements, but staff also plan around themes such as 'transport': children look at how they come to nursery, for example. Children learn about shape, colour and patterns as they make butterfly pictures. They watch with excitement as the paint splodges merge together to form different colours. Children learn about 'more' and 'less' as they compare numerals on a number line.

Staff provide opportunities for children to develop language. Staff caring for babies and toddlers repeat familiar words to encourage speech. Toddlers enjoy sitting in the 'tent' to hear favourite stories, and older children retell familiar stories to adults.

Children enjoy using the outdoor area at times during the day and the pre-school children can use this as a free-flow. This means that the children can choose to play outside or stay indoors. However, staff do not make full use of this resource to provide suitable challenges and range of choices for all children and therefore children do not fully benefit from accessing this outdoor area.

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

Children are happy and settled. Older children are inquisitive and confidently start a conversation adults and friends. The key person system, used throughout the nursery, aids the process of gathering clear information from parents. The details obtained prior to any child starting at the nursery enable staff to get a clear understanding of individual children's care routines and their stage of development. This means that the staff are able to plan to meet individual children's learning and development needs from the start, and to follow the child's home routine closely, so that children settle quickly. The sound practice of sharing the information gathered, as well as observations made by staff, enables 'buddy staff' to know children's individual needs and to provide appropriate care and support when their key person is not present.

Overall children's behaviour is good. However, although staff recognise that some children learn best outdoors, staff do not fully support these children by giving them increased opportunities to play outside. Therefore, some children lose interest in the activities provided indoors and become bored. This then has an impact on the other children as they are distracted too.

Children learn to share and help one another, for example, as they take turns at the computer. Staff promote and develop children's self-care skills in preparation for school. For example, children are encouraged to try to put on the outdoor clothing themselves, with staff providing appropriate support, help and praise for achievement.

The nursery displays various posters, photographs and art work around the premises providing some sense of belonging for most children. However, there are few written words and books that reflect the home languages of all children who attend the nursery. As a result, children are unable to see familiar words that they can share with other children. Staff, overall, follow good hygiene and nappy changing procedures. Children routinely wash their hands. Staff in the baby and toddler areas usually promote sound hygiene practices, washing hands and faces using wipes and fresh, clean water. Staff support children to develop an understanding of the importance of healthy lifestyle and diet. For instance, they talk about needing plenty to drink to give them energy to play. Staff teach children how to keep themselves safe. For example, they remind children how to handle tools carefully and why they need to walk, rather than run, between the rooms in the nursery.

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

The management and staff demonstrate a sound understanding of their responsibilities in meeting the safeguarding and welfare requirements. There are appropriate recruitment procedures in place, and monitoring and supervision of all staff occurs on a regular basis to help ensure staff continue to remain suitable for the position they hold and to provide staff with opportunities for professional development.

The premises are secure with key pad and finger print identification pad procedures. There is closed circuit camera monitoring throughout the nursery for additional security. Management also use this to observe staff practices and as a means to follow up and aid any process of responding to any complaints raised. In addition, parents are provided with the option to observe how their child is settling in, by watching them via the monitoring system from the office area.

The management team have a good understanding of their responsibilities to keep children safe. Staff complete daily checks and risk assessments to ensure the premises are safe. The manager and area manager are the designated safeguarding officers; they have attended the required training. The staff have a secure awareness of safeguarding children procedures and work to effectively detailed policies. Through documented induction and on-going training, staff are familiar with possible signs of children at risk and with procedures to follow if they have concerns. Most records are fully recorded; accidents are well documented and shared with parents.

Partnerships with parents are positive. The nursery obtains clear, detailed information from parents from the beginning, and, as a result, staff meet children's care needs well.

Parents receive verbal and written information on a daily basis and state at inspection that they feel fully informed about their child's day. The nursery provides suggestions for parents about how they can be involved in their child's learning. For example, counting tins into and out of the shopping trolley, or discussing the shape of road signs. Staff share information with other early years' settings which children attend to promote consistency in their care and learning. They work well in partnership with other professionals and agencies to support children in their care, having developed good links with speech therapists and other support services for children with a range of different needs.

Following the last inspection, the management team has provided a varied range of training opportunities for staff. However, teaching requires development in some areas of the Early Years Foundation Stage curriculum, for example, in mathematics, in order to make sure practice is consistent throughout the nursery.

The management team staff meets regularly to look at their provision, discuss strengths and identify areas for further development. They are planning to improve the process of reflection, to drive continuous improvement in the quality and effectiveness of practice, by aiming for the 'Bristol Quality Assurance Standard'. There are also plans to develop the outdoor area further, to bring the learning environment 'indoors, outside'. All of which shows a commitment to maintaining improvement.

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
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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	EY319269
Local authority	Cornwall
Inspection number	945136
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	100
Number of children on roll	191
Name of provider	Pixieland South West Ltd
Date of previous inspection	22/04/2013
Telephone number	01752 842423

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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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