

Pixieland Mannamead

162 Mannamead Road, Mannamead, Plymouth, Devon, PL3 5QL

Inspection date	09/04/2014
Previous inspection date	23/05/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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

- Staff provide a welcoming environment where children can learn through play.
- Staff have a secure awareness of children's individual needs and complete observations and assessments to support them in their next steps of learning and development.
- Staff have a secure partnership with parents and outside agencies, which ensures children's learning and care has continuity.

It is not yet good because

- Staff do not always follow good hygiene practices in the nursery regarding the disposal of soiled nappies and the provision of clean bed linen.
- Staff at times miss opportunities to extend children's learning by using open-ended questions with them during their chosen activities.

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 and the outside play area.
- The inspector held discussions with the area manager, the manager and staff.
- The inspector undertook a joint observation with the manager.
- The inspector sampled some policies, procedures and children's assessments.

Inspector

Sally Hall

Full report

Information about the setting

Pixieland at Mannamead registered in 1996. It is part of a chain of four privately owned nurseries in Plymouth and Cornwall. The nursery is situated in a large two-storey building on a main road into Plymouth, in a well-established residential suburb of the city. The nursery has sole use of the premises and some children are cared for in rooms accessed by a flight of stairs.. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is open each weekday from 7am to 6pm for 51 weeks of the year. Currently there are 129 children on roll within the early years age group. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery is currently supporting children who learn English as an additional language and children who have special educational needs and/or disabilities. The nursery employs a total of 22 staff who work directly with the children, plus a cook, cleaners and a gardener. The manager and area manager both hold Early Years Professional status, and the majority of staff hold recognised childcare qualifications or are working towards them.

What the setting needs to do to improve further

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

- improve hygiene practices to ensure that clean bed linen is used for babies sleeping in cots and to ensure that nappies are promptly disposed of appropriately

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

- extend children's learning as they play and develop the use of open-ended questions giving the children the opportunity to extend their ideas and language as they play.

Inspection judgements

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

Children are confident and eager to learn. They enjoy developing their own play as well as joining in planned activities. However, at times the staff miss opportunities to extend children's learning during their chosen free play to build on what they know to extend their learning naturally as they play. Children enjoy role play with a good range of resources accessible such as pencils, crayons and paper for the children to make shopping lists. This helps children to develop their early writing skills as they play shopping games buying and selling to each other.

Staff observe the children at play and make useful observations to support their planning and to promote children's next steps in their learning and development. There is a secure focus on supporting children's individual interests to help each child to learn to the best of their ability. The staff help children to learn about their local community including people who help them who are invited in to talk to them. For example, the 'lollipop' person, fire fighters and a community sports officer. The staff teach children to learn about the wider world by celebrating festivals throughout the year and by encouraging them to taste different foods from around the world.

The children enjoy a range of art activities and the staff teach and encourage the children to use their own ideas and express themselves such as when they paint their own face on a paper plate. The children enjoy mixing the paints to get the colours that they want and enjoy fruit and vegetable printing with paints. The staff teach children to use scissors confidently and safely and to move safely on the stairs when going out to play. The children receive consistent praise and encouragement to promote their confidence and self-esteem. The older children are nominated as a helper for the day they are proud to show their sticker and to help at lunch time. This helps to build children's good self-esteem and confidence. Children develop literacy skills well. They confidently select books to look at on their own and with each other commenting on the pictures as they carefully turn the pages.

Staff take resources outside to encourage children's continuous learning as they play. They learn about mathematical concepts such as volume as they play with water and sand. The children have a 'Travelling Teddy' that they take home and on holidays. Parents take photographs to go in a book for the children to look at in the nursery. This helps to share children's experiences at home and their 'wow' moments are recorded to recognise their achievements. Children are familiar with the routine for the day and confidently find a place to sit at meal times. The staff sing songs with the children as they wait for their meal so that they do not get restless and talk with the children recalling what they have been doing in the morning.

Children confidently choose where they want to play and have regular times outside to ensure they have plenty of fresh air and exercise. Staff interact well with the children and they join in their play by invitation. However, at times they miss opportunities to ask questions to encourage children to express themselves and share what they are doing so they develop good communication and language skills. Babies learn to explore and investigate with sensory resources; they learn problem solving by playing with shape sorters and explore with technology toys. They receive reassuring cuddles as they become tired, supporting their welfare appropriately.

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

Overall, children have a clean environment in which to play. The staff check the toilets regularly to make sure that there is sufficient hand wash soap and towels available so that children can keep clean. The staff promptly clean up any water spillages and place wet

floor signs out for safety. The staff follow good hygiene routines at meal times by wearing disposable gloves and aprons. The cook takes responsibility to ensure that there are sufficient cleaning materials in the kitchen to help maintain equipment appropriately and protect children's welfare. Staff teach children to be familiar with the routine of washing their hands before meals. Meals are cooked on the premises and children are encouraged to be independent. The older children confidently serve themselves and the staff teach the children good social skills and manners at meal times. The staff encourage the babies to learn to become confident at snack time by learning to feed themselves.

There is an effective key person system in place to support children as they play and staff supervise children closely at all times. This helps children to feel safe and secure. The staff teach children from a young age to learn to share, take turns and to be thoughtful and kind to each other as they play with gentle reminders. Consequently children play well alongside their friends and behave well. Children have planned times outside to ensure they have plenty of fresh air as part of a healthy lifestyle. Drinking water is available outside that children confidently help themselves to make sure they do not get thirsty after playing physical games.

Staff help children to be well prepared when they are ready to move rooms so they feel comfortable and secure. They have short introductions to help them to become familiar with their new environment and to get to know their next key person. The staff give the children time to settle until they are confident and settled. The staff help children to be well prepared for starting school. Teachers are invited in to meet the children and the staff celebrate a graduation day with the children that are due to start school.

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

The inspection took place due to concerns being received by Ofsted regarding the premises and hygiene practices within the nursery. The inspection found that although the premises are clean and appropriately maintained, staff do not always promote good hygiene practices to support children's health. They do not always promptly dispose of soiled nappies appropriately and do not make sure that clean bedding is always used in the cots. Consequently Ofsted sent the provider a notice to improve that asked them to improve hygiene practices relating to the disposal of nappies and use of clean bedding.

There are secure systems in place for the safe recruitment of staff with detailed application forms that are completed and clear induction procedures in place. These include making sure staff are clear about their roles and responsibilities and the nursery policies to adhere to. This helps to ensure the staff are suitable to work with children. The staff have completed safeguarding training and are clear about the reporting procedures and policy to follow in the event of a child protection concern to protect children's welfare. Risk assessments are robust and include outings and the arrangements for the safe collection of children from the local schools. Fire drills are practised with the children so they learn to understand the procedure to follow in the event of an emergency. Fire doors are clearly marked and only used in an emergency so that children keep safe on the

premises.

The staff have a positive relationship with parents. They provide useful information for parents through regular newsletters and through displays throughout the nursery. They seek parents' views to help drive improvement through questionnaires and have received positive feedback. Parents are warmly welcomed on arrival and staff share a good exchange of information about how their child has been and what they have been doing. Children's learning journals are shared regularly with parents so they are aware of the progress their child is making. This helps parents to be able to promote their child's learning further at home to provide a shared approach to their learning and development. The nursery has strong links with outside agencies to seek advice and support for individual children to ensure that every child is able to make progress in their learning and development and that their care needs receive appropriate support.

The management are pro-active in monitoring the nursery provision to identify their strengths and areas for development to improve outcomes for children. The staff room is not currently being used due to its condition and the nursery is due to have a new one built. Staff have regular supervision and appraisals to assess their on-going suitability and to identify any training they need to enhance their skills and outcomes for children. The nursery has successfully addressed the actions set at the last inspection. This has improved how staff are deployed and how children's behaviour is managed.

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	117141
Local authority	Plymouth
Inspection number	967420
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	79
Number of children on roll	129
Name of provider	Pixieland South West Ltd
Date of previous inspection	23/05/2013
Telephone number	01752 770550

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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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