

Pixieland Saltash

Long Park Road, Saltash, Cornwall, PL12 4AQ

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| Inspection date | 12/11/2014 |
| Previous inspection date | 07/01/2014 |

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| The quality and standards of the early years provision | This inspection: | 2 |
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| 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

- Staff support children to develop well in the key areas of learning. This provides them with a good foundation for future learning.
- Staff provide children with consistent routines which help them to feel secure and develop confidence.
- Staff gather plenty of information about children before they attend. This enables them to plan experiences that are well suited to their individual needs.
- Staff provide good support to children who are learning English as an additional language. Therefore, promoting their self-esteem and language skills well.

It is not yet outstanding because

- Staff do not always organise mathematical resources so that children can use them in their chosen activities and fully extend their learning and understanding independently.

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 children engaged in organised activities, both indoors and outdoors.
- The inspector toured all areas used by the staff and children.
- The inspector sampled documents relevant to children's learning and development.
- The inspector conducted a joint observation of an organised activity with the deputy manager.
- The inspector held a meeting with the deputy and area manager.

Inspector

Tristine Hardwick

Full report

Information about the setting

Pixieland Saltash registered in 2006. It is part of Pixieland South West Limited. It operates from four buildings in purpose-built premises. 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 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children aged up to 11 years attend. There are 176 children on roll. The nursery receives funding for the provision of free early years education for children aged two, three and four years. The nursery 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 are learning English as an additional language. There are 21 staff employed to work with the children, 12 of whom hold recognised early years qualifications to level 4. There are two staff members who hold 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:

- organise mathematical resources more effectively indoors to encourage children to make greater use of them in their everyday play and activities.

Inspection judgements

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

Staff gather information about children's abilities before they start. They work in partnership with parents to establish children's likes and dislikes and promote their learning. Staff use the information they gather well to provide activities that children enjoy. Consequently, children learn well from the outset. Staff provide written documents in different languages for parents who speak English as an additional language. When necessary, they communicate by using translation equipment. This ensures they gather important information accurately. Staff make regular observations of children's achievements and record these in their individual learning journals. From these, staff plan children's next steps for learning effectively. Staff help children build new skills and extend their understanding. Staff make periodic assessments of children's progress and provide parents with updates. This gives parents the opportunity to contribute to plans for future activities and support their children's learning and development at home. Consequently, children's individual needs are met well because ongoing activities are focused, challenging and build on their current interests.

Staff understand how children learn and devise activities which blend their interests and stage of learning well. For example, as babies explored paints by using their hands, staff

talked to them about textures, such as soft and squidgy. This helped to extend their language and understanding and develop positive attitudes to learning. Throughout all rooms, staff set up activities that promote a broad range of skills. For example, staff encouraged children to develop an interest in books. Children enjoyed listening to their favourite stories and helped themselves to books freely during their play, exploring the pages and pictures. During adult-led activities, staff teach children well. They promote their early literacy skills when they encourage children to recognise letters by finding their own name and sounding out the first letter. This helps to prepare them well for future reading activities at school. Staff teach children to count. For example, children used small blocks to build with and staff helped them to count how many they fixed together. Consequently, these adult-led activities help children develop their early mathematical skills well. However, when older children freely choose their own activities, some staff do not always organise resources effectively to encourage children to extend their mathematical understanding further. Consequently, children do not often choose puzzles and construction equipment independently indoors.

Staff promote children's communication and language skills well. During the inspection, children recited verses of their favourite story and staff asked questions to help them extend their thinking skills. Children spontaneously sang nursery rhymes as they played in the outdoor area. They used their imaginations successfully when pretending to sail in a boat. Staff expanded children's ideas by pretending to be pirates and digging in the sand to find some treasure. Because of the support they receive, children feel valued and develop good levels of self-esteem.

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

Staff take time to identify children's individual needs. Children are assigned individual staff members who gather personal information to help them understand the things that are important to them, such as comforters. As a result, children are happy and develop feelings of security because this keyperson supports their emotional needs well. In addition, staff provide consistent routines throughout all rooms. As a result, children are both confident and eager, thereby, developing positive attitudes to learning. Children build good friendships and relationships with staff. This is because staff are good role models. They interact respectfully with each other, as well as with the children in their care. For example, staff explained why it is important to listen to information as they described what activities are available. Staff encourage children to form good friendships and behave appropriately in different situations. For example, staff explained that everyone could enjoy the activity if they shared the resources. As a result, children follow their lead, talk to each other courteously and develop positive friendships. This prepares them well for social occasions and working with one another, especially at school.

Staff encourage children to develop their physical skills well. Children use their large muscles as they run and climb on large play equipment and dig in the sandpit. They develop their smaller muscles when threading cotton reels. Children gain greater control of their bodies as they learn to move around outdoors and balance on boards. Staff minimise risks and hazards by conducting safety checks twice a day. This ensures children have

safe areas to play. All staff understand how to deal with children who may injure themselves because they have attended relevant training. Staff document incidences and share the details with parents, who sign to acknowledge they have been informed.

Staff promote children's good health successfully. They follow effective hygiene practices to prevent the spread of infection. They implement important routines to teach children how to keep themselves healthy, such as brushing their teeth after eating. Staff encourage children to become independent. For example, older children poured drinks for themselves and served their own snacks. This helps them to take responsibility and manage tasks for themselves. Consequently, staff prepare children well for school.

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

The management team understand their responsibilities well. They use effective systems of self-evaluation to help them highlight strengths and areas for improvement. Parents and staff contribute to this process, which helps ensure that everyone's views are considered. Since the last inspection, the management team have addressed the actions and recommendations raised and improved teaching standards. Management focus on helping staff to continually develop their teaching skills. Staff have monthly meetings with management, regularly attend training events and receive advice from local authority advisors. These measures have clearly improved the quality of teaching. As a result, children make good progress overall in their learning and development. Children who are learning English as an additional language have the opportunity to use their home language during play. They share their experiences with their friends and use programmable pens to help them with familiar phrases. The management team demonstrate dedication to raising the quality of the nursery and improving outcomes for children.

The area manager has attended safer recruitment training. She understands how to recruit new staff safely and implements robust procedures to ensure their suitability to work with children. Staff receive a thorough induction and regularly meet with the manager to ensure they are settling-in well. All staff attend regular safeguarding training. This helps them to confidently identify children who may be at risk from harm and follow the appropriate procedures. A robust child protection policy is in place and readily available for staff and parents to refer to. Management and staff implement a range of policies and procedures that underpin the daily operation of the nursery. Written policies provide clear information about all aspects of the service and parents can access them whenever they choose.

Staff have developed good systems to work with parents, who are regularly encouraged to make contributions to their child's learning. Staff provide regular updates and progress reports which enables parents to share information from home. This supports a two-way flow of information and enables staff and parents to agree strategies to support children together, for example, with toilet training. Staff complete the required progress check for two-year-old children and share this with parents. Management check children's progress

regularly to ensure educational programmes and strategies continue to meet their individual needs. When appropriate, staff seek information and specialist services from outside agencies. This enables them to support children with additional needs, such as speech and language.

Staff work well to aid children with the move onto school. They encourage children to practise dressing themselves when putting on uniforms during role play. Staff take children to different events at the adjoining school, such as Christmas plays and sports day. This helps familiarise children with the school environment and some routine events.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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 | | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | There were no children present at the time of the inspection. 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

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| Unique reference number | EY319269 |
| Local authority | Cornwall |
| Inspection number | 962804 |
| 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 | 176 |
| Name of provider | Pixieland South West Ltd |
| Date of previous inspection | 07/01/2014 |
| 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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