

# Pixieland Stoke

10 Springfield Drive, Plymouth, Devon, PL3 4DU

<b>Inspection date</b>	18/11/2014
Previous inspection date	16/12/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 have good partnerships with parents, which effectively contributes to meeting children's individual needs.
- Children are happy and confident because of their strong relationships with staff.
- Staff know the children well and support them effectively as they make progress in their learning and development, and move through the nursery and onto school.
- Staff engage skilfully with children to successfully promote their communication and language skills.

### It is not yet outstanding because

- There are few opportunities in the outdoor play environment for children to understand and use print and numbers in their play, especially for those children who particularly like to learn outside.
- Staff do not use photographs of people that are special to younger children, to help them settle and provide further reassurances.

## 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 activities in all rooms of the nursery and outside.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documents including staff and children's records, accident and existing injuries records, risk assessments and some policies.
- The inspector held discussions with staff, parents and management.

## Inspector

Sara Frost

## Full report

### Information about the setting

Pixieland Stoke Nursery registered in 2000. It is one of four nurseries run by Pixieland Stoke Village Limited. The nursery operates from a detached property in Stoke, a residential area of Plymouth. The property offers four rooms spread over two floors for the different ages of children. There is an enclosed outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery provides care for children aged from birth to 11 years. It is open Monday to Friday from 7am to 6.30 pm apart from bank holidays and a week at Christmas. There are currently 149 children on roll, of these 139 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. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery employs 32 members of staff, 28 work directly with the children, and of these, 20 have a recognised National Vocational Qualification. The area manager of the company has 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:

- use print and numbers outdoors to further enhance children's understanding and uses within their play
- introduce the use of photographs of the younger children's family members and significant people in their lives in order to better support them to settle and provide further reassurance.

### Inspection judgements

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

Staff have a good understanding of how children learn and plan activities which they know will engage children. For instance, in the pre-school room, children have a particular interest in a current film, so staff plan activities that incorporate this. Staff plan effectively to support children's learning in all areas. For example, children enjoyed playing in the blue corn flour and water mix, designing and drawing their own snowmen, using cotton wool or making snowflakes. Staff supported children successfully in telling their own story using puppets. They encouraged children to extend their ideas by asking questions such as 'what will happen next?', 'what did he say about that'? This further promotes children's thinking skills. Staff use these fun activities to effectively develop children's communication and language, expressive art and imaginative play. Throughout the nursery, staff support

children to practise and extend their communication and language skills effectively. For example, with the babies and younger children, staff use one or two words and repeat the words children say as they play and explore to reinforce their learning. In addition, children's communication skills are encouraged through using sign language and picture cards.

Younger children enjoy the sensory experience of exploring. For example, feel the pastry brush across their hair and face, and paint with their hands and brushes. Staff support older toddlers effectively as they explore the water. They provide a variety of pourers, funnels, pots and containers so that children can transport the water in different ways. These activities promote children's physical skills as well as providing opportunities for sharing. Staff teach children about capacity as they pour the water into smaller and larger cups.

Throughout the nursery, there are displays of children's creative work and recent various topics. These include the fund raising events for charity and a new project for the pre-school children, linking up with a school in Gambia. All of which, help the nursery children learn about the wider world around them and their local community. There is a lot of labelling in the nursery, making it an inviting and welcoming environment for children. However, the outdoor environment lacks opportunities for children to see and use sounds, letters and numbers in their play, especially those that prefer to learn outdoors.

Staff gather detailed information about children's background, their individual needs and development before they start at the nursery. This helps staff plan activities that support children's early learning needs. From the start, staff make regular observations of children to identify their next steps in learning and effectively plan activities that provide challenge. Clear individual learning plans help staff identify any gaps in children's achievement, so they can provide individual support when required. As a result, children engage in purposeful activities and make good progress in their learning and development given their starting points. Staff regularly talk with parents about their children's progress. As a result, parents are clear and up-to-date with their child's development. Staff use their thorough assessments to collate information to complete the progress check for two-year-old children and share this with parents. Staff use the nursery assessment systems effectively to determine children's readiness and abilities as they move through the nursery. As a result, staff know the children well. They make accurate assessments and focus on what children can do and their next steps in learning so they make continuous progress.

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

Children are happy and most separate from their parents with ease when coming into the nursery. Older children are confident to share with staff when they are not happy and staff respond appropriately to reassure them. This demonstrates they feel safe and secure with the familiar adults. The children's key person works closely with parents to provide good support to children when they first start. They share information with other staff, enabling them all to be familiar with children's individual routines and development. This helps

them to meet children's personal needs effectively. The baby room provides a small and calm area for them to feel comfortable and secure. Staff work hard to engage and support children to settle. They give babies and toddlers lots of attention and cuddles. However, staff do not obtain and use photographs of special people and places in the children's lives. This is so they can better support those children that need additional help in settling to become more confident in their new environment. Babies sleep according to their own routines and they wake refreshed and ready to resume their play. Toddlers have the option of sleeping after lunch. Staff regularly check all sleeping children to ensure they are safe and comfortable.

The nursery rooms are spacious and well organised. This means children can move around safely and access their toys and activities easily. This is because the storage is at a low level and clearly labelled for children to see what is available. As a result, children can make their own choices in play, which promotes their independence.

Staff provide children with regular opportunities for outdoor play. As a result, children benefit from fresh air and physical exercise. Staff teach children about good hygiene practices from a young age, for example, toddlers know to wash their hands before meals and do so independently. Staff ensure they understand children's individual needs, including for example, children's dietary needs and/or allergies and adhere to these at all times. The nursery provides children with healthy, balanced and nutritional meals and snacks. Lunchtimes are sociable occasions; staff organise themselves well and sit with the children, engaging in conversation. They encourage babies to feed themselves and promote older children's independence very well as the older children confidently serve themselves. Staff effectively use mealtimes to teach the children good social skills and manners.

Children's behaviour is good. Staff acknowledge the children's kind actions and give them praise and encouragement. Staff use reward stickers to recognise children achievements. This boosts children's self-esteem and sense of worth. Staff use visual communication cards, which helps prepare children for what changes to the routine so they know what is going to happen next. This means children are clear about expectations and routines, further promoting their good behaviour.

Staff help children well so they are ready to move between the rooms, meaning they feel comfortable and secure. Staff provide short introductions to help children become familiar with their new environment and to get to know their next key person. They allow children the time to settle until they are confident in their new surroundings. Friendships are evident between many of the pre-school children. They co-operate and play well together in small groups and learn to share and take turns. Children are confident and make choices to play inside or outdoors. They manage their own needs, for example, older children put their coats on to go outside, and use the toilet independently. All of this equips children well with the skills to prepare them for their future learning and for school.

Children regularly take part in fire drills to learn how to evacuate the premises quickly and safely in the event of a fire. Risk assessments and safety checklists support staff to monitor and ensure the ongoing safety and suitability of the nursery premises. This effectively promotes children's health and welfare.

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

Management and staff have a good understanding of the Early Years Foundation Stage requirements. They have a clear understanding of the procedures to follow should they have any child protection concerns about children in their care. Secure recruitment and vetting procedures ensure staff have the appropriate experience and qualifications to promote children's learning and development and meet their care needs. Induction systems help new staff to understand their roles and responsibilities from the start. The manager has introduced monthly observations as part of the supervision process, to monitor the quality of teaching. This supports consistent practice and teaching methods amongst the staff to support children's good progress. Staff have regular meetings with management to discuss training needs and areas for future improvements. As a result, staff frequently attend additional training to enhance their professional development and implement new ideas. For example, staff in the toddler room have introduced additional resources to promote children's early writing skills.

The nursery has made good progress since their last inspection. Management ensure staff follow improved observation and assessment processes by placing their observations of all children directly into children's learning journals. As a result, all staff can see all children's individual next steps for learning, allowing them to provide more accurate support. This also provides parents with an up-to date account of their child's development, meaning they can better support children's learning at home. Staff know to promptly record any existing injuries children may have. Management ensures all staff are clear on the process for protecting and safeguarding children's welfare.

There are very good partnerships with parents and carers, and with other professionals. This helps to promote continuity of care and results in positive outcomes for all children. Regular meetings with parents ensure staff share information with them regarding children's experiences and development. Parents speak very highly of the staff, their 'caring attitude', the 'continuing support' and detailed information they receive. They are clear about the key-person system, which provides them with a trusted point of contact to support them and their children. Parents receive monthly newsletters and information via emails about what children will be doing. Staff discuss children's experiences with them verbally and through day books. Staff share children's progress using summary records with parents at regular parent evenings. Parents are encouraged to share home observations so that staff are more aware of children's emerging interests. These measures successfully support effective partnership working.

Management involves staff in the evaluation of nursery practice. This helps to build a strong team relationship and enable all individuals to identify how they can help to enhance the nursery. For example, they have changed the environment in the toddler and pre-school areas, meaning children now make more choices in their creative play. Management are investing in technology for the children's learning journals so parents can see children's progress instantly. Parents regularly share their views through questionnaires and staff use this feedback to address any issues raised, such as explaining

jargon that parents do not understand. All of this successfully demonstrates management's commitment to drive improvement and the quality of care and learning provided.

### **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

<b>Unique reference number</b>	117142
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	962639
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	92
<b>Number of children on roll</b>	149
<b>Name of provider</b>	Pixieland (Stoke Village) Ltd
<b>Date of previous inspection</b>	16/12/2013
<b>Telephone number</b>	01752 511007

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

