

# Pixieland Mannamead

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



## Inspection date

4 March 2015

Previous inspection date

9 April 2014

|  |                         |                      |          |
|--|-------------------------|----------------------|----------|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b>          | <b>2</b> |
|  | Previous inspection:    | Requires Improvement | 3        |
| How well the early years provision meets the needs of the range of children who attend |                         | Good                 | 2        |
| The contribution of the early years provision to the well-being of children            |                         | Good                 | 2        |
| The effectiveness of the leadership and management of the early years provision        |                         | Good                 | 2        |
| The setting <b>meets legal requirements for early years settings</b>                   |                         |                      |          |

## Summary of key findings for parents

### This provision is good

- Staff provide a wide range of activities that offer children quality learning experiences, both indoors and outdoors, that support their progress in all areas of the curriculum.
- Children are well-motivated, confident and keen to participate in activities. This provides a firm foundation for their learning and prepares them well for school.
- Staff foster good relationships with parents and use a range of methods to ensure good communication. This strengthens the links between learning at home and at the nursery.
- The leadership team foster a shared ambition to drive improvement. Regular supervision of staff is successful in identifying training needs and ensuring staff have the necessary training and skills.
- Children's behaviour is good because staff are good role models and give clear explanations to help children learn to share and take turns.

### It is not yet outstanding because:

- Targets for children who are learning English as an additional language do not always focus well enough on improving confidence in their spoken English.
- Key members of staff are not always sensitive to the consistency with which babies' personal care routines are managed.

## **What the setting needs to do to improve further**

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

- develop a more consistent approach to supporting children who are learning English as an additional language, so that they all develop confidence in speaking English
- strengthen the relationship between key members of staff and babies, by considering a more consistent approach to managing personal care routines.

### **Inspection activities**

- The inspector observed activities in the four play rooms and the outside learning environment.
- The inspector completed a joint observation with the manager of the provision in the pre-school room.
- The inspector held meetings with the manager of the provision and the area manager and spoke with the children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

### **Inspector**

Heather Morgan

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The quality of teaching is good throughout the nursery. Staff get to know the children well because they regularly observe them in their play and assess their progress. They use this information to plan activities which reflect children's interests and build on their prior achievements. However, for children who speak English as an additional language, staff are not always checking closely enough how quickly they are developing confidence in their spoken English. Children confidently initiate their own play and are keen to explore new experiences. For example, they enthusiastically explore textures and colours as they mix breakfast cereals with paint and think of different words to describe how it feels. Staff support children's play well, for example, by asking them questions to extend their learning. The outdoor area has recently been refurbished and provides opportunities for children to develop their learning in all areas of the curriculum. This has been particularly successful in engaging boys in a wide range of activities, such as experimenting with pipes and tubes, constructing large models and playing number games with painted pebbles.

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

Children are happy and settle well at the nursery. They build close relationships with the staff who care for them. However, key members of staff sometimes miss opportunities to strengthen the attachments they make with babies.

Staff attend regular training and are clear about their responsibilities to safeguard children. There are robust recruitment and induction procedures in place to check the suitability of staff caring for the children. Children have regular opportunities to play outdoors in the fresh air and also enjoy being active as they explore the equipment in the sensory room. A particular focus has been given to ensuring children are given a healthy range of snacks and meals. Children learn about their community and the wider world. They taste foods from different countries and celebrate a range of festivals. They use a map of the world to plot their different countries of origin and the destinations of family members who serve in the armed forces.

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

The leadership team have a clear understanding of how children learn and a strong commitment to ensuring their safety and well-being. They accurately evaluate practice within the nursery and identify areas for improvement. Leaders support staff well to develop their knowledge and skills by, for example, modelling effective teaching. The manager has a very good understanding of how well children are doing as she monitors children's assessments and closely tracks the progress of individuals and groups of children. She uses this information well to identify gaps in provision such as the need to provide additional emotional support to children whose parents serve in the armed forces so that, at key times in their lives, these children continue to make good progress.

## Setting details

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | 117141                   |
| <b>Local authority</b>             | Plymouth                 |
| <b>Inspection number</b>           | 1007557                  |
| <b>Type of provision</b>           | Full-time provision      |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 8                    |
| <b>Total number of places</b>      | 79                       |
| <b>Number of children on roll</b>  | 118                      |
| <b>Name of provider</b>            | Pixieland South West Ltd |
| <b>Date of previous inspection</b> | 9 April 2014             |
| <b>Telephone number</b>            | 01752 770550             |

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 and 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. The nursery receives funding for the provision of free early education for children aged two, three and four years. It 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 20 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.

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