

<b>Inspection date</b>	1 September 2016
Previous inspection date	19 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The management team does not ensure staff consistently use risk assessments effectively in the outdoor area to remove and reduce all hazards. For example, children pick ivy leaves and some of the toys are broken and pose a hazard to young children.
- The management team does not ensure that staff working with the baby and toddlers consistently challenge and engage them in activities to help them make good progress. Staff do not always plan well for outdoor learning, so that the younger children are sufficiently engaged in activities that interest them.
- Staff do not always make the most of opportunities during activities for older children to learn that print carries meaning.

### It has the following strengths

- Staff interact well with pre-school-aged children and support them effectively to make good progress in their learning and development.
- Children build secure attachments with staff. They benefit from the good support when they move onto their next playroom and their move to school.
- Staff build positive relationships with parents. They gather information about children's individual needs when they first start and provide ideas for parents to support their children's continued learning at home.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ ensure that staff consistently and effectively use the risk assessments to help them minimise hazards to children in the garden area	12/09/2016
■ improve the quality of teaching for the younger children so that staff plan activities that consistently engage and meet children's individual needs and interests, particularly in the garden area.	01/11/2016

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

- extend opportunities during activities for older children to learn that print carries meaning.

### Inspection activities

- The inspector completed a joint observation with the manager, and held meetings with the manager and the nominated person.
- The inspector completed observations in the playrooms and garden.
- The inspector sampled documentation, including staff records, accident records, risk assessments, policies and procedures, and children's learning records.
- The inspector spoke to parents to gain their views about the provision.
- The inspector spoke to staff and children at appropriate times throughout the inspection.

### Inspector

Lorraine Sparey

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The management team monitors some aspects of the provision well and involves staff to evaluate their practice. They complete observations of staff and role model good teaching methods. However, they do not always identify key areas that require improvement. They do not monitor staff practice with the younger children closely to make sure that they consistently provide challenging activities to meet children's needs. They do not ensure that staff implement their risk assessments of the outside play area effectively to ensure children's safety at all times. Safeguarding is effective. Management and staff have a good understanding of the procedures to follow if they have concerns about a child's welfare. Staff benefit from good training opportunities, which has resulted in them working well to support children's behaviour and manage their feelings. Staff work closely with other early years settings children attend to support children's learning consistently.

### **Quality of teaching, learning and assessment requires improvement**

The quality of teaching across the nursery varies. At times, staff engage well with the younger children; for example, they sing songs with the babies and toddlers. However, staff do not always provide sufficient activities to keep the younger children engaged, particularly during care routines and when outside. Staff observe and assess children's learning well to identify gaps and next steps. However, for the younger children, they do not always use this information to help them plan activities effectively, particularly outdoors, meaning at times, some children lose interest and wander off to watch others. Staff support the older children well, consistently providing activities that link to their interests. For example, children receive good support to make their own dough, measuring out and mixing the ingredients, deciding which colour they would like to use.

### **Personal development, behaviour and welfare require improvement**

Children behave well. They receive good support from staff to help them learn the boundaries and expectations. For example, staff use happy and sad faces to encourage the younger children to behave appropriately. Children benefit from healthy and nutritious meals. Staff follow younger children's home routines well, to make sure they are comfortable. Although staff complete regular risk assessments, they do not use them effectively to reduce the risk of hazards to younger children in the outdoor area.

### **Outcomes for children require improvement**

Outcomes for children vary. Older children are motivated and engage in their learning well, helping them gain the skills they need for the move to school. They show high levels of independence and build good relationships with each other and staff. However, younger children do not always receive sufficiently challenging activities to ignite their interest and learning, which slows the rate of progress they are capable of making.

## Setting details

<b>Unique reference number</b>	131606
<b>Local authority</b>	Southampton
<b>Inspection number</b>	1061358
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	120
<b>Name of registered person</b>	Pixies Day Nursery and Pixies Too Limited
<b>Registered person unique reference number</b>	RP530643
<b>Date of previous inspection</b>	19 September 2013
<b>Telephone number</b>	023 8044 5869

Pixies Tree Day Nursery registered in 2000. It operates from the Woolston area of Southampton. The nursery is open each weekday from 7.30am to 6pm all year round. There are 22 staff working with the children, of whom 19 hold appropriate early years qualifications. One member of staff is qualified to level 5, one to level 4, 16 at level 3 and one at level 2.

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.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). 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).

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

