

Pixieland Mannamead

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



Inspection date

26 July 2017

Previous inspection date

4 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and staff form exceptionally strong bonds with children, which helps children develop very high self-esteem and learn excellent social skills. Older children are extremely kind and caring. They put their friends' needs above their own, such as choosing to serve food to other children before themselves at lunchtime.
- Staff plan a wide range of activities that build successfully on children's next steps in learning. Children have lots of opportunities to practise their early writing skills. For example, toddlers use chalks to draw on different surfaces in the garden, and older children skilfully write their name. All children make good progress in their learning and development across all areas.
- The manager is ambitious and evaluates the provision effectively to identify and target areas for development. For instance, since the last inspection, she has implemented a good variety of strategies to welcome, value and support children and families who speak English as an additional language.
- Children benefit from an extremely well-resourced and stimulating learning environment. They are motivated to learn and excitedly explore their surroundings.

It is not yet outstanding because:

- At times, staff miss opportunities to initiate and introduce mathematical concepts during children's self-chosen play, to extend their counting skills and knowledge of shapes and measurement further.
- Due to their enthusiasm, staff sometimes help the older children too readily and do not encourage them to think about and work things out for themselves.

What the setting needs to do to improve further

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

- increase the opportunities for all children to learn about numbers, counting, and shapes and measurement, to extend their mathematical development further
- make consistently good use of all opportunities to encourage the older children to try to solve problems by themselves.

Inspection activities

- The inspector observed children's interactions with staff and each other, and their engagement during planned activities and self-chosen play.
- The inspector carried out a joint observation with the manager, to evaluate the quality of teaching and learning.
- The inspector spoke with children, their parents and staff to take account of their feedback during the inspection.
- The inspector held a meeting with the management team at an appropriate time during the inspection.
- The inspector sampled a range of documentation, including self-evaluation, children's learning records, and staff's training and qualification certificates.

Inspector

Sarah Madge

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a robust knowledge of the signs and symptoms that may cause concerns about a child's welfare, and the procedures to follow to seek advice from the relevant authorities. They carry out daily checks to ensure a safe environment for children and supervise them closely at all times. For example, they routinely count children as they move between areas of the premises to make sure that all children are present. The manager monitors children's progress and staff performance well. She is keen to develop staff's skills and knowledge, to drive improvement in the quality of teaching and outcomes for children. For instance, training has helped to strengthen staff's knowledge of behaviour management strategies.

Quality of teaching, learning and assessment is good

Staff build effective ongoing partnerships with parents to provide consistency for children and extend their learning. For example, they display posters to suggest how parents can support children to work towards particular skills each week. Staff accurately assess children and know how to extend their development. For example, they interact with babies enthusiastically, using different tones to capture their attention and encourage them to respond. Toddlers gain good strength and muscle control as they climb on soft-play equipment and re-enact what they know through imaginative play, such as pretending to cook meals. Older children draw pictures with care and purpose, and they skilfully ride bicycles and scooters to navigate obstacles outside. Staff work closely with outside agencies and parents to meet the needs of children with developmental delays, to help them make good progress from their individual starting points.

Personal development, behaviour and welfare are outstanding

Staff get to know children's individual care needs and routines extremely well from the start, and children settle in very quickly. Staff prioritise children's health and maintain consistently very high standards of hygiene. Children's behaviour is exemplary. Children show great interest in each other and learn to cooperate and work exceptionally well together. For example, babies stroke each other's faces curiously, and older children offer to help each other, such as to carry and pour a heavy container of water. Toddlers are polite and use very good manners without prompts from staff. Older children recognise and talk very confidently about emotions and feelings, such as when adding detailed facial features to play dough faces. All children confidently take responsibility for small tasks. For example, babies and toddlers join in readily with tidying away the toys, and older children very skilfully use utensils to serve and eat meals.

Outcomes for children are good

Children gain good skills for their future learning, including the move to school. They arrive eagerly with a positive attitude and persevere at their chosen tasks. Children communicate well and form excellent social skills. For example, older children use the illustrations of a book to help them tell their friends a story. Children are creative and imaginative, and they develop a strong sense of self-esteem.

Setting details

Unique reference number	117141
Local authority	Plymouth
Inspection number	1089167
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	79
Number of children on roll	124
Name of registered person	Pixieland (South West) Limited
Registered person unique reference number	RP911221
Date of previous inspection	4 March 2015
Telephone number	01752 770550

Pixieland Mannamead registered in 1996 in the Mannamead area of Plymouth. It is part of a chain of four privately owned nurseries in Plymouth and Cornwall. It is open each weekday from 7.30am to 6pm for 51 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery employs 20 staff who work directly with the children. Of these, two staff hold early years professional status, two hold relevant degrees, and the remaining staff all hold relevant qualifications at level 2 and level 3.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

