

<b>Inspection date</b>	2 August 2017
Previous inspection date	1 September 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Children make rapid progress and develop an excellent range of skills. Staff skilfully observe children's play, engage their interest and extend play through carefully planned and spontaneous activities. For example, children enjoyed finding treasure in sand; staff noted this and used the sensory room for children to discover which treasures glowed in the dark, much to their delight.
- Children are exceptionally happy, curious learners who eagerly engage in the rich imaginative activities that staff provide. They make independent choices in their play and seek out staff and other children to join in with them.
- Children have excellent relationships with staff. They settle easily and behave exceptionally well. Staff make time for parents and children at the start of each day. They help all children to confidently engage in activities as soon as they arrive.
- Relationships with parents are outstanding. Parents enjoy putting photographs on the assessment system to celebrate what the children have learned at home. Parents say they like reading about their child's activities, and praise the new assessment system that gives them easy access to information about their children's progress in learning.
- The management team establishes highly effective relationships with staff at the local schools. Children who have any additional welfare or learning needs are exceptionally well supported as they transfer to new settings and schools. Children are extremely well prepared for the next stage in their learning.

## What the setting needs to do to improve further

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

- continue to enhance staff teaching skills so as to maintain the high quality provision and excellent outcomes for children.

### Inspection activities

- The inspector observed children at play and talked with children about their activities.
- The inspector held discussions with the management in relation to observing a group learning activity and assessed children's progress.
- The inspector looked at a range of documentation, including suitability checks, qualifications and children's records.
- The inspector held discussions with staff and took account of parents' written and spoken views.
- The inspector observed children at play outside.

### Inspector

Heather Rushton

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The new management team has an excellent knowledge and understanding how young children learn. They use their skills highly effectively to motivate and inform staff about relevant changes in practice to meet children's needs. For example, they have worked with staff to make significant improvements to the provision since the last inspection. Risk assessment is now thorough and safeguarding practice is excellent. The staff team has created a highly inspiring learning environment. Staff work very well as a team and are consistent with their expectations of the children. This helps parents to be confident with their children's key worker and the rest of the team. Safeguarding is effective. All staff know how to seek extra help if they have concerns about children's welfare. Staff experience a very useful training programme. They have learned to plan activities successfully and to motivate children to be independent, positive and curious learners. Management recognise the need to continue to monitor practice and build on staff's excellent teaching skills.

### Quality of teaching, learning and assessment is outstanding

Staff complete thorough assessments of each child. Staff carefully tailor activities and support to help children make rapid progress from their individual starting points. For example, staff encourage older children to talk about their thoughts and model good-quality language in their interactions with children. Children learn to concentrate and sustain their learning extremely well. For example, when children are exploring frozen jelly, they touch it, smell it, taste it and try to cut it with a wide range of tools. Children enjoy that it is cold and watch with intense fascination as it melts. Staff use children's first-hand experiences exceptionally well to build on their learning. For example, children's interest in playing hairdressers led to children learning how to hold and use scissors exceptionally well.

### Personal development, behaviour and welfare are outstanding

Children settle quickly and transitions between classes or from the setting to school are exceptionally well managed. Staff develop children's confidence and support their emotional well-being impressively. Children behave very well. They really enjoy playing outside in all weathers. There is an excellent selection of activities that supports children's development. For example, they scoot up hill and down, climb on big tyres, hide in large drain pipes and enjoy stories in a quiet area. Children love making mud cakes in the kitchen and watch the plums as they fall from the plum tree. They pick leaves and vegetables from the garden to develop their play.

### Outcomes for children are outstanding

Children recognise their names and other significant words. They see lots of words and labels in the print-rich environment. Children gain an excellent understanding of the world. For example, they list animals that live in Africa, England and Australia and learn about cultures beyond their own community. They recognise numbers, shapes and sizes, and develop highly enquiring minds and a keen interest in books.

## Setting details

<b>Unique reference number</b>	131606
<b>Local authority</b>	Southampton
<b>Inspection number</b>	1095964
<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>	110
<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>	1 September 2016
<b>Telephone number</b>	023 8044 5869

Pixies Tree 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 27 staff working with the children, 19 of whom 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.

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