

Inspection date	11 August 2017
Previous inspection date	18 November 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Management does not support all staff effectively, especially those new to their role and those who work with the two- to three-year-olds, to ensure they have the knowledge, skills and experience to help children make the progress of which they are capable. Activities and interaction generally lack challenge to engage these children in their learning.
- Staff sometimes miss opportunities to extend activities for the older children, to challenge their capabilities further.
- The assessment system is not as precise as it could be, to help staff successfully build on children's starting points, so that children experience activities that consistently meet their learning needs.

It has the following strengths

- All children have plenty of opportunities to develop an understanding of healthy lifestyles. For example, they receive homemade, nutritious meals and have many opportunities to exercise outside.
- Partnerships with parents and other professionals are sound. Staff use 'Busy Bee' cards to help parents continue learning at home. Staff share important information with local schools. This helps to provide the older children with a smooth transition, supporting their emotional well-being effectively when they move on to school.
- The current transition process between different age-group rooms is smooth. Children develop confidence and emotional security, helping them to settle with ease.

What the setting needs to do to improve further

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

- | | Due Date |
|--|-----------------|
| ■ monitor and support all staff practice effectively, to ensure they have the relevant skills, knowledge and experience to provide children with appropriate challenge and interaction, and ensure they meet the next stages of children's learning, particularly for the two- to three-year-olds. | 18/08/2017 |

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

- provide older children with more challenging activities, to help expand their critical-thinking skills
- refine the assessment system more precisely to ensure staff obtain accurate starting points for children, to help build on what they already know and can do.

Inspection activities

- The inspector held discussions with the management team about the quality of teaching, staff supervision and the safeguarding requirements.
- The inspector looked at a range of documentation, including children's assessment records, staff training and suitability, and relevant policies.
- The inspector spoke to staff and children at appropriate times during the day.
- The inspector gained views from parents about the quality of the provision.
- The inspector held a joint observation with the manager.

Inspector

Joanne Steward

Inspection findings

Effectiveness of the leadership and management requires improvement

Although management provides staff with frequent supervisions to help build on their strengths and address any weaknesses, these are not fully effective to monitor the practice of newer staff, particularly those working with children aged two to three years. At times, some staff are unenthusiastic and uninterested in the children, and others are not skilled enough to help meet these younger children's individual needs. Management evaluates the quality of provision to identify the strengths and address some areas of weakness. For example, it has plans to improve the garden area for children to explore further. However, management does not monitor all staff practices effectively to ensure that all children receive the support they need. Safeguarding is effective. Management and staff understand child protection concerns to help them keep children safe from harm. All staff attend frequent training that develops some aspects of their teaching. For example, staff use appropriate strategies to support children's behaviour. The manager monitors children's progress adequately to identify and close any gaps in their learning.

Quality of teaching, learning and assessment requires improvement

The quality of teaching varies across the age ranges. For example, staff who work with the babies and older children plan and provide interesting activities and interaction that meet their individual needs well overall. Babies and those under two years of age receive good support from staff to learn about facial expressions and emotions using a mirror. They receive effective support to count, recognise colours, construct and feed themselves. Pre-school aged children receive good support to meet their next steps well. For example, staff use their interest in dinosaurs to help them learn new words and explore. They continue the learning outdoors where children pretend to be dinosaurs. However, those staff working with children aged two to three years lack motivation and enthusiasm to inspire and support the children's interest to learn. Children receive limited interaction and extension to engage them. For example, staff help them to count the number of sensory bottles, but they do not extend children's interest to explore and to find out about what is inside them, their colours, and how they change when shaken.

Personal development, behaviour and welfare are good

Children have good opportunities to decide where they would like to play. This helps them to make independent choices. For example, older children decide to play inside or outside. Younger children and babies choose from a good range of resources. This helps keep children engaged and their behaviour is good. Staff meet all children's care needs well. Staff watch sleeping children closely to ensure their well-being. Older children manage their personal needs effectively, such as toileting.

Outcomes for children require improvement

Not all children make the progress of which they are capable. Most receive good support to explore, investigate and be active learners. However, those aged two to three years receive limited interaction and challenge to engage in their learning. These children do not make good enough progress.

Setting details

Unique reference number	117142
Local authority	Plymouth
Inspection number	1070169
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 - 8
Total number of places	92
Number of children on roll	120
Name of registered person	Pixieland (Stoke Village) Limited
Registered person unique reference number	RP911222
Date of previous inspection	18 November 2014
Telephone number	01752 511007

Pixieland Stoke Village Ltd registered in 2000. The nursery operates from a detached property in Stoke, Plymouth. It is open Monday to Friday from 7am to 6.30pm, apart from bank holidays and a week at Christmas. The setting receives free early educational funding for children aged two, three and four years. The setting employs 33 members of staff, of whom 29 work directly with the children. Of these, 19 have an early years qualification from level 4 to level 1. Two members of staff have early years professional status.

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

