

Pixieland Saltash

Long Park Road, Saltash, Cornwall, PL12 4AQ



Inspection date	18 December 2017
Previous inspection date	12 November 2014

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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are happy and confident. They develop good social skills and enjoy playing with their friends and staff. Staff are positive role models and provide children with good examples of how to interact with others, such as taking turns and sharing. Children behave well.
- Staff support children to develop a very secure understanding of how to develop healthier lifestyles. Children enjoy frequent exercise inside and outside, learn the importance of maintaining good hygiene, such as washing their hands frequently, and eat freshly prepared, healthy balanced meals. Children develop successful physical skills.
- Partnerships with parents and other professionals are effective. Staff build close working relations with parents and work together to support children in a consistent manner. For example, focusing on younger children to identify parts of their bodies to increase their language skills.
- The management team follows secure procedures to recruit new staff safely. It continually ensures staff are, and continue to be, suitable to care and work with children.

It is not yet outstanding because:

- Staff in the pre-school room do not consistently support the older and more confident children to extend their understanding of solving problems and making simple calculations.
- Staff do not make good use of organised activities designed to increase younger children's concentration.

What the setting needs to do to improve further

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

- build on opportunities to support older children's understanding of solving problems and simple calculations
- develop organised activities further to increase younger children's concentration.

Inspection activities

- The inspector observed children in all age ranges playing with friends, staff, and independently, and in different learning environments.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector completed a joint observation with the manager of an organised activity.
- The inspector held a meeting with the manager and area manager to ascertain how they support staff, organise the nursery and plan for children's progress and development.
- The inspector sampled a range of documents, including children's development records and staff monitoring information.

Inspector

Tristine Hardwick

Inspection findings

Effectiveness of the leadership and management is good

The management team and staff work together effectively to help ensure children's safety at all times. For example, staff complete daily risk assessments to ensure the spaces where children play are safe. They take swift action to address weaknesses in practice to ensure children's safety at all times, especially when collecting children from school. Safeguarding is effective. The manager and staff are confident to identify potential signs and symptoms that may indicate children's welfare is at risk. They keep their knowledge of safeguarding procedures up to date successfully, to help enable them to report any concerns promptly, if needed. The manager and staff have made improvements since the last inspection. They work together with parents to continually develop the facilities and services available to families, as well as to support good outcomes for children, such as increasing outdoor play opportunities even more.

Quality of teaching, learning and assessment is good

The management team supports staff's individual practice well. For instance, staff receive ongoing support and attend team meetings, where they share new ideas and experiences to support consistent teaching standards across the setting. Staff also benefit from attending a variety of courses to help keep their skills fresh and offer children new ways to develop their learning, such as using sign language to support communication. Staff use their thorough knowledge of children to complete ongoing observations, helping them to ensure they continue to plan activities that constantly challenge children and help them to progress. The manager monitors children's progress effectively. She completes thorough checks that help her to identify and support any emerging gaps in children's progress. All children make good progress in relation to their starting points.

Personal development, behaviour and welfare are good

Children benefit from close interactions with staff. They are sensitive to children's needs and respond quickly. For example, staff in the baby room recognise when babies tire and sing to them as they begin to sleep. Children learn to be independent. Staff provide them with good opportunities to practise completing simple tasks themselves, such as zipping up coats and helping to tidy away equipment. This helps children to develop a sense of responsibility and learn to manage their own needs well. Children develop positive attitudes towards learning and eagerly participate in activities. For example, as toddlers explore paints with their hands, they develop their natural curiosity well.

Outcomes for children are good

Children enjoy a range of activities and experiences in all areas of learning. Babies form close bonds with staff, so they settle quickly, feel secure and ready to learn. Older children interact well with others as they learn to communicate in a variety of ways, such as using sign language. Children benefit from listening to stories, developing a positive interest in literacy. Children prepare well for their next stages in learning and eventual move to school.

Setting details

Unique reference number	EY319269
Local authority	Cornwall
Inspection number	1070740
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 - 10
Total number of places	130
Number of children on roll	121
Name of registered person	Pixieland (Saltash) Limited
Registered person unique reference number	RP908157
Date of previous inspection	12 November 2014
Telephone number	01752 842423

Pixieland Saltash registered in 2006. The nursery opens each weekday from 7am to 6pm, for 51 weeks of the year. There are 27 members of staff, most of whom hold an appropriate early years qualification. Of these, one holds a qualification at level 6, one at level 4, 11 at level 3, two at level 2 and 11 are unqualified, including a cook, gardener and two cleaners. The manager holds early years professional status. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery supports children who have special educational needs (SEN) and/or disabilities and children who are learning English as an additional language.

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