

Inspection date	5 June 2018
Previous inspection date	11 August 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 explore the vibrant learning environment and make independent choices about their play from a range of activities and resources.
- Babies and children develop strong emotional attachments with their key person. They are happy and well settled and demonstrate high levels of emotional security and self-esteem.
- Children who have special educational needs and/or disabilities are supported well by staff. The special educational needs coordinator is experienced and passionate about ensuring children receive the additional support they need to make the best possible progress.
- Partnerships with parents are strong. Parents are involved with children's learning and encouraged to share information from home so staff can further support their learning.
- The manager and staff are committed to providing high-quality provision for children and their families. Together, they reflect on the quality of service and identify future improvements. For example, they are in the process of adding a soft play room to further promote children's physical development.

It is not yet outstanding because:

- Staff do not always use effective strategies to promote children's good behaviour.
- Babies are not given the opportunity to go outside daily.

What the setting needs to do to improve further

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

- develop effective and consistent strategies to promote children's good behaviour
- provide opportunities for babies to have access to outdoor activities daily.

Inspection activities

- The inspectors observed interactions between staff and children and teaching.
- The inspectors spoke with staff and management team at appropriate times during the inspection.
- One inspector carried out a joint observation with the manager.
- The inspectors sampled documentation, including children's records, policies and staff supervision records.
- The inspectors spoke to some parents to gain their views about the setting.

Inspectors

Katherine Lamb / Johanna Hughes

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and staff have a thorough understanding of their roles and responsibilities to keep children safe. The manager carefully checks the progress of all children attending the nursery, including different groups of children. This helps to ensure that weaknesses in teaching are addressed quickly and that all children achieve their full potential. Children who receive additional funding are well supported and as a result are making good progress in their learning. The processes for recruitment, selection and induction are thorough. The manager carries out regular supervision meetings with staff and observes practice to inform discussions about their performance. This has supported staff to improve the quality of teaching, particularly for children aged two to three years old.

Quality of teaching, learning and assessment is good

Children enjoy a variety of learning opportunities and staff accurately assess the progress children make. They use this information, along with their knowledge of children's interests, to plan activities that help to ensure children make good progress. Staff follow children's interests well and talk to them about what they are doing. They introduce new words to extend children's vocabulary. For example, when older children were painting their own graduation portraits staff talked to them about uniforms and starting school. Transitions to other settings, such as school, are managed particularly well. For example, staff meet with teachers to talk about their key children and share information to support their future learning. Staff support younger children well to make marks using paint and a range of tools, distinguishing between the different colours. Staff in all group rooms introduce children to songs and they tell stories in an animated way.

Personal development, behaviour and welfare are good

Relationships between staff and children are strong. Babies benefit from the nurturing, homely atmosphere. Staff respond quickly to their physical and emotional needs to ensure that are happy and content. At times, staff boost children's self-confidence, for example, through praise for their efforts and achievements. Children confidently make choices about what they would like to play with and are encouraged to develop their independence. Staff role model good table manners and hygiene procedures enabling children to learn these skills. Toddlers drink from cups and are able to use cutlery correctly to feed themselves healthy cooked lunches. Older children use their imagination well to create their own games outside. For example, they use musical instruments to initiate a game of duck, duck, goose in the garden.

Outcomes for children are good

Children are inquisitive, self-assured learners who are socially confident. Toddlers match animals as they complete puzzles. Older children confidently count and use numbers in their play. They write their own names and spend time forming letters correctly. Children develop a range of skills that help to prepare them for their future learning and eventual move to school.

Setting details

Unique reference number	117142
Local authority	Plymouth
Inspection number	1136096
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	131
Name of registered person	Pixieland (Stoke Village) Limited
Registered person unique reference number	RP911222
Date of previous inspection	11 August 2017
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 29 members of staff, of whom 25 work directly with the children. Of these, 14 have a level 3 early years qualification and 4 have a level 2 early years qualification. Two members of staff have early years professional status.

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