

Inspection of Pixels Nursery

2 Hawker Drive, Martlesham Heath, IPSWICH IP5 3RQ

Inspection date: 21 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Babies and children are happy and safe at this welcoming nursery. They enjoy plenty of time to learn outdoors. Older children show great interest in finding out about plants and insects. For example, they look closely at the beans they plant and talk about how they need light and water to grow. They develop their use of mathematical language as they compare the lengths of the beanstalks.

Children show high levels of engagement and have good attitudes towards their learning and play. For example, children with special educational needs and/or disabilities (SEND) are quick to discover activities that capture their interest. With sensitive encouragement, they learn to communicate their preferences during mealtimes. Babies and toddlers enjoy interacting with the older children. This supports them to settle easily when it is time for them to move into the next room.

There are high expectations for children's behaviour. Children show high levels of independence and are keen to do things for themselves. They are motivated to help when it is time to tidy up their games before lunch. Groups of children play co-operatively together and develop shared themes in their imaginative play. For example, a group of boys use kitchen equipment to make a pretend birthday cake, before kindly offering a piece to the staff.

What does the early years setting do well and what does it need to do better?

- Children access a curriculum which responds to their ideas and builds effectively on what they already know and can do. For example, staff use children's interest in plants to extend their physical development. This includes practising scissor skills while cutting out different pictures of flowers and plants from a magazine. Staff offer tailored support to children who find this more challenging, such as suggesting they give the left-handed scissors a try.
- The special educational needs coordinator works closely with families and key persons to help identify gaps in children's development. They often act on the advice of outside professionals when sourcing specialist equipment and introducing simple Makaton sign language. This helps to ensure all children, including children with SEND, receive targeted support to meet their individual care and learning needs.
- Staff understand how to support children's good communication and language skills. They join in with the children's conversations to encourage them to answer questions and practise their listening skills. Staff notice when older children use more complex vocabulary to help to express their ideas. They introduce new words, such as 'gigantic' and 'massive' to help children to learn new ways to describe size.

- Children's growing independence is a priority. Staff are particularly mindful to make the most of opportunities for children to take the lead in managing tasks. For example, they carefully organise mealtimes to ensure children can serve food, use cutlery and wash and dry their plates. Children show that they enjoy this responsibility and are developing important skills for the future.
- There are good opportunities for children to learn about aspects of a healthy lifestyle. Staff work with parents to support their children when they are reluctant to brush their teeth at home. They talk to children about good dental health practices and encourage children to clean their teeth after lunch.
- Staff work in very close partnership with parents and carers. Parents comment on the continuous feedback they receive from staff, in person and via an online system. They value the advice and support of the knowledgeable staff, particularly when their children are learning new skills, such as using the toilet.
- Children's safety is well supported. Staff communicate well with each other to ensure children are always well supervised. With the close guidance of the staff, children are encouraged to learn how to handle risks and use tools in a safe manner. For example, they remind each other how to carry scissors safely and show care when using a knife to cut up soft fruits.
- Staff have supervision meetings and access online training to develop their practice. There are some monitoring processes in place and staff are keen to make improvements. However, there are not enough opportunities for the manager to focus more precisely on observing staff's practice, to help raise the quality of teaching even further.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of the possible signs and symptoms of abuse. Leaders routinely speak to staff to check their understanding of new safeguarding information and issues. For example, the manager ensures that the supervision of staff includes regular opportunities for them to discuss any safeguarding concerns they may have. Relevant information is displayed throughout the nursery to help ensure staff know how to report concerns and access outside support when needed. Thorough arrangements are in place for the recruitment of staff to help ensure they are suitable to work with children.

What does the setting need to do to improve?

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

- create opportunities for leaders and managers to focus more precisely on the monitoring of staff's practice to help raise the quality of education to the highest level.

Setting details

Unique reference number	EY303072
Local authority	Suffolk
Inspection number	10219429
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	44
Number of children on roll	41
Name of registered person	Little Joe Limited
Registered person unique reference number	RP905992
Telephone number	01473 611 881
Date of previous inspection	18 August 2016

Information about this early years setting

Pixels Nursery registered in 2005. It is situated in Martlesham, Suffolk and is one of three settings registered by Little Joe Limited. There are nine members of childcare staff who work in the nursery. Of these, eight staff hold appropriate early years qualifications at level 3 or above. The nursery opens each weekday for 51 weeks of the year. Sessions operate from 7.30am to 6pm. Funded early education is provided for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Clements

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and inspector completed a tour of the setting and discussed how the early years provision and curriculum are organised.
- The inspector observed the quality of interactions during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The staff and children spoke to the inspector at appropriate times throughout the inspection.
- Parents shared their views with the inspector and the inspector took these into account.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons working at the setting.

We carried out this inspection 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.

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