

# Inspection of Little Pixies Nursery LTD

Units 10-14, Kinton Business Park, Nesscliffe, Shropshire SY4 1AZ

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Inspection date: 6 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are confident, enthusiastic and independent learners. For example, pre-school children investigate the cracked pumpkin. They work together to solve the problem and discuss ways to put it back together. Children laugh at the funny faces they draw on the pumpkins. They closely examine the pumpkin seeds and make intricate patterns with them in the dough. During such activities, staff encourage children to investigate their own ideas and to build on their knowledge of shape, number and quantity.

The two-year-old children enjoy exploratory play. They pile the oats on top of the pumpkin and push golf tees into it. They scoop up the oats and place it onto the sloped guttering chute and watch as it slides down. During such times, staff introduce key words and talk to the children about what they are doing.

Babies and toddlers thoroughly enjoy their singing sessions. They each choose a soft toy that matches a familiar nursery rhyme. Staff sing harmoniously together and model the appropriate actions. Babies are delighted; they wave their toys in the air, babble, jiggle up and down, and some join in with the actions.

Children have wonderful opportunities to experience nature first hand. For example, staff regularly take children on walks around the surrounding farm fields. Here, children observe the sweetcorn growing in the fields and collect flowers, sticks and crab apples to play with in the nursery.

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

- The management team are good role models for staff and are able to successfully lead the team. They make sure that each member of staff's practice is monitored and that any training needs are identified and planned for. They make sure that staff receive regular individual support meetings where they can discuss any concerns and their well-being.
- Staff follow a curriculum that provides exciting activities and experiences across all areas of children's learning. However, there are few opportunities for children to recognise and value how they differ from, or are similar to, other people.
- Staff regularly observe children in their play and make assessments of their learning. Nevertheless, some staff do not always use this information as effectively as possible to challenge and extend the most able children's learning.
- Staff skilfully identify and support children who need extra help to develop their speech. They have attended Early Talk training. Staff use an early communication screening tool to identify delays in children's use and understanding of language and to help them plan supportive interventions. For example, they use strategies, such as signing, to help support younger children's

understanding of the spoken word. Furthermore, staff consistently model language effectively. This, along with small-group activities, helps children to quickly develop their communication skills.

- Staff who work with the babies and toddlers have completed attachment training. They understand that a strong emotional relationship between young children and their carers is key to their social, emotional and physical development. Consequently, new children settle into nursery quickly and form secure emotional attachments with staff.
- Partnership with parents is a key strength of the nursery. Staff build strong, trusting and informative relationships with parents. Parents written and verbal feedback show that they are very impressed with the wonderful meals and snacks provided at nursery. The two chefs provide gourmet-style, home-cooked, nutritious meals for the children. Children spend extended periods of time in the large outdoor area. They experiment and create with resources, such as stones, guttering, logs and bricks. This, along with bicycles, scooters and sit-on toys, helps children to develop their physical skills.
- Children's behaviour is managed very sensitively and with a great emphasis on acknowledging efforts as well as achievements. Additionally, staff use high-quality positive role modelling to promote children's good behaviour.
- The management team seek the views of parents, children and staff. This, along with training and support from the local authority, helps to identify targets that drive forward ongoing improvements that benefit the children attending.

## **Safeguarding**

The arrangements for safeguarding are effective.

The designated safeguarding lead has undertaken Early Help training. She knows how to identify and respond to families who would benefit from additional help to keep their child healthy and safe. The designated safeguarding lead attends regular child protection training. She makes sure that all staff have a good understanding of the possible signs of abuse and a strong awareness of their responsibility to protect children from harm. The management team follow rigorous recruitment procedures and carry out ongoing checks to ensure staff caring for children are suitable.

## **What does the setting need to do to improve?**

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

- use the information gathered from observing children even more effectively to challenge and extend the most able children's learning
- increase ways to help children develop a positive view of the racial and cultural diversity that reflects multicultural Britain.

## Setting details

<b>Unique reference number</b>	2604240
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10237366
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	51
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Little Pixies Nursery Ltd
<b>Registered person unique reference number</b>	2604238
<b>Telephone number</b>	01743 741554
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Pixies Nursery LTD registered in 2020. The nursery employs 18 members of childcare staff. Of these, one holds early years professional status, 13 hold appropriate qualifications at level 3, and one holds an appropriate qualification at level 2. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Linda Yates

## 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 has taken that into account in her evaluation of the provider.
- The manager, the director and the inspector completed a learning walk across all the areas of the nursery to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector and the manager.
- The inspector held discussions with staff and evaluated how well they assess children's progress and plan for the next steps in their learning.
- The inspector held a meeting with the manager and the director. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents through the written feedback provided and discussions with them.
- The inspector held conversations with children during the inspection.

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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