

Inspection of Pixie Day Nursery

13 Rectory Road, Beckenham, Kent BR3 1HL

Inspection date:

8 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children feel safe and secure at the nursery. They come in happy and settle very well. Children have good bonds with staff and some children jump for joy when staff enter the room. Older children are very confident and greet their friends with smiles as they join them for breakfast or activities. Parents drop children at the door and share key messages with the manager. They are asked to provide information about collection to enhance the security measures in place.

Children explore activities planned and set out by staff. They choose to read books and younger children play with the kitchen, pretending to cook meals, while older children practise their cutting and sticking skills. Staff sing nursery rhymes to the babies. However, key persons do not plan their key children's learning activities. This means that learning can lack purpose and challenge for individual children.

Staff promote children's independence and self-care and they are taught the importance of handwashing, making healthy choices and dental hygiene. Children are encouraged and praised for using the toilet. At mealtimes, older children pour their own water and some children help set the table with cutlery. Some staff do not consistently follow good hygiene procedures. For example, staff do not always follow the setting's policies on wearing gloves and aprons.

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

- The leadership team plans to enhance children's learning through work within the community. Parents donate food during the harvest festival and the children take a trip to the local food bank to provide donations. Children regularly take paper waste to the recycling bank. They are taught about reduce, reuse and recycle and, as a result, older children have a good understanding of sustainability.
- Children behave well. They are quick to listen to staff instructions and respond well. When staff ask questions, children are keen to answer. Staff use puppets to talk about different emotions and children are invited to talk about when they feel sad or unhappy.
- Children have clear friendships and are generally kind and respectful to their peers. Older children sit and play in the shop, they put their shopping in bags, they calculate the costs of their shopping using the till and some children write lists. When staff approach the children, they are eager to tell them what they have been buying.
- Babies and toddlers are excited when a staff member announces the 'What's in the Box?' activity time. Children sit down and give their full attention to the activity and are fascinated. Some children copy the staff member when she uses familiar vocabulary. However, this 'wow' moment is interrupted as staff

members come and take children away for their intimate care routines during this time.

- Staff collect information about children when they join the setting. The information collected includes details about the child's likes, dislikes, who they live with and the languages spoken. Not all staff are aware of the languages spoken by children and remain unsure of how children who speak English as additional language can be supported.
- The planned curriculum is broad. Children take part in activities to celebrate Diwali, Bonfire night, Harvest and Remembrance Day. However, staff do not implement the learning intentions well enough. The learning planned for children is not always accessible for all children and does not provide appropriate challenge. Some children who know their colours very well are learning their colours again because this is the planned learning focus for the room.
- Although staff generally deal with any unwanted behaviour in a calm manner, not all staff at the setting follow effective behaviour management techniques. As a result, some staff do not always promote positive behaviour and self-regulation for all children.
- Parents say they are pleased with the nursery. They find the staff approachable and feel they can discuss any concerns with the manager. They enjoy receiving a termly report about their child's progress. Staff communicate with parents at drop-off and collection times. Some parents would like to receive more regular information about their child's learning so they can support their learning at home.

Safeguarding

The arrangements for safeguarding are effective.

All staff can identify risks and have good knowledge of how to get help and support from the setting's designated safeguarding lead. They can describe the signs of abuse, female genital mutilation, the risks of radicalisation and understand the risks of technology. Staff make good use of advice and guidance from safeguarding professionals. Leaders and managers work with the local authority to report and refer concerns. They have a strong understanding about the importance of early help. Staff recruitment processes are rigorous to ensure new staff are suitable to work. Managers also check staff's ongoing suitability regularly.

What does the setting need to do to improve?

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

	Due date
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develop a curriculum that is clear, relevant and well sequenced and ensure that all learning intentions are understood by all staff to ensure that all children make the best possible progress	08/01/2023
provide staff with behaviour management training and support to plan and implement consistent behaviour management strategies to promote positive behaviour and self-regulation	08/01/2023
develop monitoring systems to swiftly recognise weaknesses in staff hygiene practices and take action to improve their training, performance and practice.	08/01/2023

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

- support children who speak English as an additional language and ensure that learning activities are accessible and relevant.

Setting details

Unique reference number	EY309636
Local authority	Bromley
Inspection number	10234939
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	1 to 3
Total number of places	32
Number of children on roll	24
Name of registered person	Jane Brooke & Catherine Workman Partnership
Registered person unique reference number	RP523866
Telephone number	0208 658 3982
Date of previous inspection	4 January 2017

Information about this early years setting

Pixie Day Nursery is a privately owned nursery. It registered in 2005 and is situated in Beckenham, Kent. The nursery is open Monday to Friday, from 7.30am to 6pm, all year round. The provider receives funding to provide free early education for children aged two, three and four years. There are nine staff employed to work with the children and, of these, eight hold a relevant early years qualification at either level 2 or 3.

Information about this inspection

Inspector

Davinder Dhaliwal

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 their evaluation of the provider.
- The inspector had discussions with the manager and nominated person throughout the day and during the learning walk.
- The inspector observed the quality of education provided at the setting for all age groups indoors. The impact was evaluated.
- Throughout the day, safety and hygiene routines were observed.
- Discussions with staff members, parents and children took place and the inspector reflected on these discussions.
- A joint observation was carried out with the manager. Feedback and outcomes were discussed.

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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