

Inspection of Pixies Pre-School Ltd

Silver Jubilee Hall, 4 Dunmow Road, Takeley, Hertfordshire CM22 6QJ

Inspection date: 1 March 2023

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

What is it like to attend this early years setting?

The provision is good

Children arrive at the pre-school eager to start their day. They quickly settle to an activity of their choosing. Children use their imagination as they play. For instance, they pretend to go shopping, filling the toy trolley and scanning their purchases. They get along well with one another and involve their friends in their play.

Opportunities for children to build on their physical skills are strong. Children enjoy using ride-on toys, moving enthusiastically around the dedicated space in the large hall. They persevere as they practise on the balance beam with staff support and encouragement. This helps them to develop their hand-to-eye coordination and strengthen their core muscles, preparing them for the next step in their physical development.

Children become independent and complete tasks for themselves. For instance, they take their coats off and change their shoes when they come inside from the garden. They open packets for themselves at lunchtime. Children understand the rules of the pre-school and confidently share these with others around them, such as during their daily group carpet time, where staff discuss the rules with the children. This helps children to stay safe as they play.

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

- Staff plan activities which interest the children. They know the children well and use the information they gather effectively. For instance, they plan activities based on the children's interest in minibeasts. Staff provide magnifying glasses and reference sheets for children to complete in the outside nature area. As a result, children are keen to engage in the activities on offer.
- Children behave well and follow the guidance of staff. Where children struggle to manage their feelings and emotions, staff respond sensitively, allowing children time to calm themselves. Staff gently encourage children to return to activities when they are ready. This supports children to develop the skills to manage their own behaviour and make their own decisions.
- Staff identify children's next steps and support these well. They differentiate activities to meet the individual needs of the children. For instance, they support younger children to develop their sharing and turn-taking skills as they mix play dough. Staff encourage older children to talk about the different shapes that they can see as they roll out dough and use cutters to create their work. This tailored approach helps each child to make good progress in their learning and development.
- Leaders and managers are reflective about the provision they offer. They have a clear vision for how they can develop the pre-school further. Staff feel well supported in their roles. They complete training which is relevant to their work

and helps them to further strengthen their already good knowledge and skills.

- Partnerships with parents and other professionals are well established and purposeful. Parents comment positively about the care their children receive at the pre-school. Parents participate in developmental checks for children, alongside pre-school staff and visiting professionals. This collaborative approach provides children with consistent messages between pre-school and home.
- Staff carefully consider the arrangement of the learning environment. They ensure that there are opportunities for learning to take place both indoors and outdoors. For instance, they create a construction area inside and outside so that children can continue to build on what they already know and can do in all areas of the pre-school.
- Good quality interactions take place between staff and children. When staff sit with children, their conversations are meaningful and have a positive impact on children's language development. However, staff are sometimes too busy completing routine tasks, which limits opportunities for further meaningful interactions that build on children's good communication skills and learning even further.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong safeguarding ethos throughout the pre-school. Staff have completed appropriate safeguarding training to help them identify possible signs of abuse or neglect. Managers hold regular discussions with staff to ensure their ongoing suitability for their roles. Leaders and managers have clear safeguarding processes in place to raise concerns regarding children to other agencies if required. Staff are confident about the process to follow should they have concerns about children or their colleagues. They recognise the possible signs of wider safeguarding issues, such as identifying children who may be at risk of exposure to extreme views or behaviours.

What does the setting need to do to improve?

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

- review the organisation of routines to provide staff with more opportunities to strengthen and extend children's learning and communication skills.

Setting details

Unique reference number	2618078
Local authority	Essex
Inspection number	10264670
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	43
Name of registered person	Pixies Pre-School Ltd
Registered person unique reference number	2618080
Telephone number	07515894702
Date of previous inspection	Not applicable

Information about this early years setting

Pixies Pre-School Ltd registered in 2020. The pre-school operates from 9am to 3pm Monday to Friday, term time only. It employs six members of childcare staff. Of these, five hold an appropriate qualification at level 3. The pre-school receives funding to provide free education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jenny Hardy

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 and manager completed a learning walk together and discussed the curriculum that the pre-school provides for children.
- The manager and inspector jointly observed staff interacting with children. They discussed the impact of the interactions on children's learning and development.
- Parents spoke to the inspector to share their views and opinions of the pre-school.
- The inspector viewed documentation relating to the suitability of the staff.

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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