

Inspection of Pixies Tree

63 Portsmouth Road, Southampton, Hampshire SO19 9BE

Inspection date: 27 April 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are exceptionally happy in this nursery. They are warmly welcomed by enthusiastic staff. They say goodbye to their parents and independently put their belongings away. Children have exceptionally strong bonds with staff. They smile with excitement when they see their key person. Children swiftly engage in the range of exciting activities purposefully set out by staff who know them well. For example, younger children engage in pretend play as they wrap dolls in blankets and put them to sleep. Older children move logs to reveal worms. They become captivated as they watch them move through the soil and examine their characteristics. Children are superbly inquisitive as they explore their environment.

Children learn exceptional speech and language skills. Older children have excellent conversations. For example, they tell the inspector about the risk assessments with astounding clarity. They identify possible hazards, such as broken glass and toys. Children learn to identify risks to keep themselves safe. Staff use every opportunity to talk with children. For instance, they skilfully introduce complex language. They use words such as 'obstacles' and 'barricades' as children build towers, roads and ramps. Staff thread the children's current favourite book into discussions and play. Children eagerly explore 'The Very Hungry Caterpillar' book. They become animated as they excitedly work as a team to retell the story. Children make excellent progress in their communication skills.

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

- The manager leads by example in her aim to provide high-quality education for all children. The nursery's curriculum is highly ambitious and well sequenced. It effortlessly reflects children's individual needs and interests. Passionate staff understand the curriculum focus and what children need to learn. They ensure children develop the skills they need for their next stage of development, including school. Staff and leaders meticulously monitor children's progress from the outset. This allows for all children to make the progress they are capable of.
- Children behave exceptionally well. They show kindness and consideration towards their friends. For example, children kindly offer to share toys with each other as they play in the pretend kitchen. Children excitedly greet their friends as they arrive at the nursery. They have wonderful friendships with one another and demonstrate exceptional social skills. Staff use different strategies that are individual to the child. For instance, staff quickly identify children who struggle to self-regulate their behaviour. They offer calm and reassuring support. This means that children learn to manage a range of emotions and self-regulate their own feelings and behaviour.
- The key-person system is extremely effective. Experienced staff know children exceptionally well and are passionate about their learning. Babies enjoy

nurturing relationships and secure attachments from the start. Toddlers sit with their key person at mealtimes and speak with confidence as they chat away. Older children benefit from time with their key person in their small groups. Children flourish through the secure emotional attachments they have with their key person.

- Leaders are passionate about providing high-quality care and education. They strive to make continual improvements in the nursery that benefit children. Following recent communication and language training, changes to the learning environment were made. For example, staff effectively promote a love of reading. Displays of story and reference books throughout the learning environment capture children's interests. In addition, staff undergo specialist training and provide exceptional learning experiences.
- The special educational needs coordinator (SENCo) has a clear dedication for her role. She works closely with the leadership team to create an environment where all children are included. The SENCo has positive working relationships with external agencies, such as speech and language therapists. She applies strategies from other professionals to targeted plans. This supports children to make progress and ensures development gaps close rapidly.
- Children show tremendous levels of independence and self-care skills. Older babies are keen to drink from open-top cups and persist when putting on their own shoes. Toddlers get themselves a tissue to wipe their noses and wash their faces after mealtimes. Older children have set responsibilities for the day and become class monitors. Staff build on these developing independence skills as children progress through the nursery.
- Partnerships with parents are exemplary. Staff share daily information with parents about their children's time at nursery. Parents of children with special educational needs and/or disabilities talk about the superb support they receive and the excellent progress their children make. Leaders continually evaluate partnerships and seek the views of parents. This allows for parents to be involved in every aspect of their child's learning.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand the procedures to follow in the event of a safeguarding concern, including concerns relating to children or the conduct of someone working with children. This ensures information is shared between the relevant professionals, enabling children and families to receive the correct support. Management strengthen staff's safeguarding awareness through regular training. They develop knowledge on safeguarding issues, such as radicalisation and county lines. This strengthens staff knowledge to recognise the signs of different types of abuse.

Setting details

Unique reference number	131606
Local authority	Southampton
Inspection number	10280701
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	60
Number of children on roll	151
Name of registered person	Pixies Day Nursery and Pixies Too Limited
Registered person unique reference number	RP530643
Telephone number	023 8044 5869
Date of previous inspection	2 August 2017

Information about this early years setting

Pixies Tree registered in 2000. It operates from the Woolston area of Southampton. The nursery is open each weekday from 7.30am to 6pm, all year round. It is in receipt of early years funding for children aged two, three and four years. There are 27 staff working with the children. Of these, 19 hold appropriate early years qualifications ranging from level 2 to level 5.

Information about this inspection

Inspector

Kelli Wiseman

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 manager joined the inspector on a learning walk and talked about their curriculum and what they want children to learn.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took into account their views.

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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