

Inspection of Pixieland Saltash

Long Park Road, Saltash, Cornwall PL12 4AQ

Inspection date: 20 June 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 Good

What is it like to attend this early years setting?

The provision is good

Children are happy and relaxed in this warm and welcoming nursery. Sensitive and effective settling procedures ensure babies form close bonds with staff. There are plenty of reassuring cuddles and smiles. Staff consult parents about children's home routines and interests, so children feel safe and secure. Children show confidence in exploring the activities on offer and enjoy learning.

Throughout the nursery, staff are kind and considerate role models. Children learn to use good manners from the earliest opportunity. Older children cooperate well with each other in play and behave well. Staff are quick to help them to resolve any disputes and there is a calm and happy atmosphere.

The manager and staff create a child centred curriculum that prioritises children's interests and needs. There is strong and thoughtful support for children as they move through the nursery to ensure they build on their achievements and continually move on in their learning.

Children benefit from daily opportunities to be physically active and enjoy exploring outdoors in the fresh air. This supports their good health and they enjoy learning about the natural world. For example, toddlers are excited to watch tadpoles, saying, 'they are moving' as they enthusiastically use their hands to show staff how tadpoles swim.

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

- The management team are ambitious for the nursery and aim to provide children with a home-from-home atmosphere. In recent times, the manager has worked hard to build a coherent staff team. Staff say they feel valued and work together in a dedicated and purposeful way. The manager includes parents, staff and children in evaluating the setting to continue to build on what has already been achieved.
- Parents speak very positively about the care their children receive. They are appreciative of the 'caring and compassionate' staff. Parents feel well informed and included in children's learning and development. For example, they have regular conversations with staff about children's progress.
- The manager and staff monitor children's learning meticulously and there is strong support for children when they need extra help. The special educational needs coordinator provides focused support plans across the nursery. She is proactive in working with other professionals and puts their advice into practice effectively. The manager uses extra funding to ensure all children reach their full potential.
- Overall, children gain skills to enable them to become more independent as they

move on in the nursery. At snack times, however, food is served to children after being prepared by adults. Children miss chances to handle whole fruit and have a go at chopping it up, for example. This does not promote their confidence and physical skills as well as it could.

- Children gain good communication and language skills. In the baby room, staff spontaneously sing rhymes that engage children's interest. Staff teach toddlers new words, such as 'slimy', as they play with sensory materials. Older children are captivated to hear stories about familiar experiences. For example, they smile and giggle when staff read a book about using a potty. Staff skilfully bring the story to life and encourage children to comment to develop their speaking and listening skills.
- Throughout the nursery, staff have a good understanding of child development. They plan interesting experiences that inspire children's learning. For example, toddlers enthusiastically explore a wide variety of insects, indoors and outside. The knowledgeable staff support them as they show curiosity and enjoy exploring. Overall, staff's interactions with children are positive and children make good progress. However, there are some inconsistencies in the quality of teaching and, occasionally, staff miss chances to extend and deepen children's learning.
- The manager and staff build effective links with the local community. Children get to know the world around them and demonstrate a secure sense of belonging. Partnerships with local schools are strong. There are opportunities for older children to spend time in the school Reception class, for example. Children talk excitedly about meeting their teachers and feel confident about their future education.

Safeguarding

The arrangements for safeguarding are effective.

The management team recruits staff safely to ensure they are suitable to work with children. All staff attend safeguarding training and the manager is clear about her role and responsibilities to keep children safe from harm. Staff demonstrate a clear understanding of the signs and symptoms of abuse. They know the correct action to take if they have concerns about a child's welfare. Staff supervise children diligently and carry out regular checks to ensure the setting is safe and secure.

What does the setting need to do to improve?

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

- consider ways of enhancing opportunities for younger children to develop their curiosity and independence, particularly at mealtimes
- continue to implement plans to share good practice throughout the nursery to raise the standard of teaching to a consistently higher level.

Setting details

Unique reference number	EY319269
Local authority	Cornwall
Inspection number	10291754
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	130
Number of children on roll	137
Name of registered person	Pixieland (Saltash) Limited
Registered person unique reference number	RP908157
Telephone number	01752 511007
Date of previous inspection	18 December 2017

Information about this early years setting

Pixieland Saltash registered in 2006. The nursery opens each weekday from 7am to 6pm, for 51 weeks of the year. There are sixteen members of staff who have appropriate early years qualifications and six trainees. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Margaret Baird

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 area manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, and staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The manager and the inspector carried out a joint observation during snack time.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023