

Inspection of Pixie Day Nursery

13 Rectory Road, Beckenham, Kent BR3 1HL

Inspection date: 15 August 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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What is it like to attend this early years setting?

The provision is good

The manager and staff have a clear vision of what they want children to learn and achieve. Children enjoy a sequenced curriculum that builds on their skills and knowledge over time. Children are settled and happy. They show good levels of concentration in their chosen activities and enjoy playing alongside staff and their peers. Staff have established good relationships with the children. They are nurturing and support learning well. Children show high levels of confidence and independence, for example older children enjoy the responsibility of completing a variety of 'jobs' throughout the day, such as feeding the fish and watering the vegetable patch.

Children enjoy a wide range of learning experiences. They enthusiastically play indoors and outdoors. They are eager to learn, and their efforts are praised and encouraged, and their good behaviour is celebrated. Children who have recently joined the setting are well supported. Staff help them with building friendships and understanding the daily routines. Children have a positive attitude to learning. Children's emotional well-being is supported well, as children are given lots of reassurance and eagerly seek staff for comfort and cuddles. This helps to build on their self-esteem and confidence.

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

- Since the last inspection the managers have addressed the weaknesses identified at the previous inspection and have made improvements to the learning experiences for children. Children learn from a planned and sequenced curriculum with a strong focus on language and personal, social and emotional development. Staff plan activities to support children's learning well in these areas.
- Support for children with special educational needs and/or disabilities (SEND) is good. The special educational needs coordinator (SENCo) works closely with external agencies to make sure that individual needs are identified, and targeted support plans are swiftly put in place. She provides ongoing support for parents, making sure that they understand their children's needs and how to support their development at home.
- Staff teach children good communication, language and literacy skills. For example, staff teach younger children new words to enhance their vocabulary as they join them at activities. Children engage well in stories read by staff sharing what they know about the familiar book. Staff sing songs and rhymes. However, staff working with older children do not consistently use questions to challenge children's learning as they join them at activities.
- Staff provide good support for children who speak English as an additional language. They learn and display common words in children's home language.

Staff use lots of visual resources, such as timetables, to help children to understand the nursery routine and help them to settle well. Parents are invited into the nursery to share special stories read in their home language. This helps all children to understand what makes them unique.

- Children develop their physical skills well. Staff plan a wide variety of activities to support children to develop their fine motor skills. For example, children play with construction blocks, practise cutting using scissors, and younger children enjoy using tweezers. Children have plenty of opportunities to develop large motor movements in different ways. For example, children ride bicycles, climb steps and practise throwing and catching.
- Parents are extremely positive about the setting and the care and attention their children receive from staff. They highlight how much progress their children have made over time. Parents appreciate the information they regularly receive about their children's progress and the ideas for how to support their learning at home, particularly the home-learning activity folders the children receive.
- The manager's know the setting well and can identify its strengths as well as weaknesses. They have plans in place to further improve on the experiences that are provided for children. However, the manager's monitoring of staff practice is inconsistent. For instance, although the manager's to support staff through continuing professional development as well as modelling within the rooms to enhance their practice, the impact of this is not yet fully effective.

Safeguarding

The arrangements for safeguarding are effective.

The manager's and staff recognise the possible signs and symptoms that indicate a child may be at risk of harm and abuse. They know the local procedures to report any child protection concerns, or if an allegation is made against any adult working with children. The manager's understands safer recruitment procedures and suitability checks to ensure that staff are suitable to work in the nursery. The required documents are well maintained, and records are accurate. This contributes to the safety and welfare of the children. The building is secure and risk assessments are in place to support children's safety.

What does the setting need to do to improve?

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

- support all staff to extend and challenge children's learning as they join them at activities
- strengthen how staff practice is monitored to provide relevant support, to ensure that the quality of teaching is consistent and children continually benefit from good-quality learning experiences.

Setting details

Unique reference number	EY309636
Local authority	Bromley
Inspection number	10266039
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 4
Total number of places	32
Number of children on roll	33
Name of registered person	Jane Brooke & Catherine Workman Partnership
Registered person unique reference number	RP523866
Telephone number	0208 658 3982
Date of previous inspection	8 November 2022

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, five hold a relevant early years qualification at level 3 and four at level 2.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- A manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children and staff spoke to the inspector during the inspection.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out two joint observations of language activities with the managers.
- Parents shared their views on the setting with the inspector.
- The manager's showed the inspector documentation to demonstrate the suitability of 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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