

# Little Pixies Nursery

Inspection report for early years provision

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**Unique reference number** EY427812  
**Inspection date** 07/02/2012  
**Inspector** Kath Harding

**Setting address** Units 10 & 11, Kinton Business Park, Nesscliffe, Shropshire,  
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**Type of setting** Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Little Pixies Nursery was registered in 2011. The setting is privately owned and managed. It operates from a converted two-storey dwelling, in Kinton, located between Oswestry and Shrewsbury. The premises are easily accessible. The setting serves the local area and has strong links with the school. There is an enclosed play area available for outdoor play. The setting is registered by Ofsted on the Early Years Register and on the compulsory part of the Childcare Register. A maximum of 33 children may attend the setting at any one time, with no more than 12 children being aged under two years at any one time. There are currently 16 children on roll. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting is open five days a week all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. The setting employs four members of staff. Of these, two hold appropriate early years qualifications. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff work very well together to provide an environment where each child is respected and valued as a unique person and their individual needs are consistently met. Staff have a good knowledge and understanding of the Early Years Foundation Stage and implement this effectively ensuring that children are extremely well cared for and make good progress in their learning and development. Partnerships with parents are good and staff ensure they are kept very well informed and involved in their child's achievements, well-being and development. Staff are committed to continuously improving the nursery and work hard to ensure this results in better outcomes for children.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- review the risk assessment to include good hygiene procedures for younger children specifically after meals.

## **The effectiveness of leadership and management of the early years provision**

The safeguarding of children is robust and the procedures are understood by staff who are fully vetted and their suitability ensured through rigorous selection

processes. New staff complete a thorough induction to ensure they are suitable. Staff are aware of their roles in relation to safeguarding children and the correct procedures to follow in line with the Local Safeguarding Children Board guidelines. Staff attend regular training in this area to keep their knowledge up to date. An annual thorough risk assessment takes place to minimise hazards to children and staff. Daily risk assessments and daily checks are conducted prior to the children arriving to ensure the premises are safe and suitable for use. These include checks on equipment, activities and areas used by the children.

Children's care and learning is promoted well because staff have a secure knowledge of the Early Years Foundation Stage and implement this effectively to promote successful outcomes for children. Each child has a learning journey which contains observations, art work and photographs. Staff undertake regular detailed observations of children's progress and this links into planning for individual children's next steps in their learning and development. Resources are used effectively to support children's learning as children can independently access these from the low-level shelving units. The setting has started to liaise with other local providers and staff understand the benefits of partnership working in the wider context. Staff know the children well and have a good understanding of issues relating to equality and diversity, as they provide a service that ensures all children and their families are included and treated with respect.

Children are cared for in accordance with their parents' wishes and time is taken to settle the child and to accumulate information relating to children's individual needs, likes, dislikes and what children do at home during the week. Parents complete an 'All About Me' form so ensuring consistency and continuity between home and the setting. Parents receive verbal information, monthly newsletters and diaries on a daily basis, so they know all about their child's day and what future activities are planned. Parents can add comments to the diaries and children's learning journeys if they wish. Useful information is displayed for parents in the foyer on topics, such as health-related issues. Parents can take home recipes of some of the meals cooked on site. Staff make story sacks for children to take home, so children can enjoy and share books at home. Parent's views about the setting are consistently encouraged and very much valued. Some parental comments include, 'we couldn't wish for a better nursery to take our child, the staff are wonderful, the outdoor space is impressive and our child loves it', the setting 'has exceeded all my expectations and I would happily recommend them', 'My two children have settled well and I am one hundred percent confident with the level of care provided'. 'a wonderful nursery run by a friendly, caring and professional team. My child has a brilliant time and truly relishes in all the activities, care and attention offered'.

The staff team demonstrate great enthusiasm for their work and have a clear commitment to reviewing and improving practice to enhance children's experiences and maximise their learning and development. Staff prioritise areas for improvement and work together with parents. They are currently looking at ways to develop a sensory room and develop the corridor area leading to the outside play area.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy, confident and very settled and particularly enjoy their time spent in the outdoor area. Children behave very well and form strong relationships with each other and with adults. Good manners are encouraged particularly at lunch time and staff role model respectful interactions with children and each other. Children adopt good personal hygiene routines as they are reminded to put their hands over their mouths when coughing. They wash their hands prior to eating and use individual paper towels to reduce the risk of cross infection. However, younger children's faces and hands are washed after lunch but not effectively dried. The setting holds the platinum award for healthy eating as they provide freshly prepared, nutritious meals and snacks using local produce. Children get plenty of fresh air and exercise as they go out daily to play in the well-equipped outdoor area where they can access a wide range of physical activities, such as slides, a climbing frame, bikes and sit and ride toys. During wet weather they are able to access the indoor corridor area. Children learn how to keep themselves safe as staff teach children to risk assess things for themselves. They are given explanations why they need to hold the hand rail as they walk down the stairs and why they should not run down the grass hill near the slide. As children use scissors staff explain that they need to sit down when using these as they are sharp.

Children greet staff and other children enthusiastically as they arrive. They welcome everyone at 'Hello time' and recognise and value each child's contribution to the group. They look at different body parts, such as eyes, nose and ears as they sing songs. They talk about size as they look at the big snowman and the little snowman. As they chose a sticker with snow on it, staff extend the conversations by talking about the recent snowfall, so helping children to make connections in their learning. They freely talk about their families as they talk about their sister having a bike. They freely access mark making materials and attempt to write their name on the white board. They are encouraged to take turns as they share the chocolate as they make chocolate hearts. They freely explore in the chocolate, the spaghetti and the sand.

Children listen well as staff snuggle children in and relay stories in a lively way so encouraging children's interest in books. Staff get fully involved in the story and ask open-ended questions, so extending children's learning. They interact well with children and constantly chatter to them, so encouraging them to talk as well as using smiles and facial expressions. In the vegetable patch children have planted vegetables and herbs, they watch these grow and tend them. They are involved in the feeding of the chickens, so learning to care for living things. They march down the corridor as they get ready to go outdoors. As they play skittles indoors they talk about the colour of the skittles and count how many they knock over. They gain confidence in using scissors as they are supported by staff to use these. They are encouraged to use their senses as they feel the textures in the books. They spontaneously move to the music as staff begin to sing familiar songs.

Children take part in national charity events to gain an understanding of others

and the wider world. They develop their knowledge of their local community as they go for outings to the park, farm and village. They have access to a good range of toys and resources that help them to learn about diversity. They look at different festivals, such as Divali, and Chinese New Year cook customary dishes with the children and make lanterns, dragons and listen to music.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met