

Little Pixies Nursery

Units 10 & 11, Kinton Business Park, Nesscliffe, Shropshire, SY4 1AZ



Inspection date

8 June 2015

Previous inspection date

7 February 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Strong partnerships with parents and carers ensure their contribution is valued and has a positive effect on the good progress that the children make.
- Safeguarding is given a high priority by all staff who have a comprehensive knowledge of child protection issues and how to deal with any concerns. As a result, children are effectively safeguarded.
- Children enjoy healthy options of well-balanced and nutritious cooked meals. Staff sit with the children at mealtimes, to make the occasion sociable and enjoyable.
- Children gain skills and abilities they will need to support them in the next stage of their learning, such as starting school. Pre-school children excitedly find their name cards to self-register at circle time and develop independence skills as they change for outdoor play.
- A strong emphasis is given by staff to remind and encourage children to look after their own safety. As a result, children understand the need to wear appropriate clothing according to the weather, and apply sun cream on hot days.
- Staff effectively promote children's self-esteem through comprehensive and flexible settling-in arrangements. As a result, children quickly grow in confidence.

It is not yet outstanding because:

- Staff do not make full use of the outdoor area to help develop children's mathematical skills.
- Children's needs are not consistently met when their key person is not present.

What the setting needs to do to improve further

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

- strengthen the already successful key-person system, to ensure the buddy system in place consistently ensures that each child receives a good level of support when their key-person is not present
- build on children's mathematical skills by making better use of the outdoor area to fully promote children's learning.

Inspection activities

- The inspector had a tour of the pre-school with the manager.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector observed activities and spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector looked at a sample of policies, children's records and planning documentation.

Inspector

Lesley Bott

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

All staff fully understand child development and the role that they play in supporting children's progress. Staff carry out regular observations and accurate assessments to plan children's next stage in their learning. As a result, the quality of teaching is good and children are supported effectively to make clear progress in their learning and development. Staff skilfully allow all children to lead their own play and clearly understand when it is appropriate to join in and extend children's learning, or to observe. Equipment is easily accessible and children are able to follow their interests as they choose what to do. For example, babies enjoy the shakers, rattles and musical instruments as they develop their imagination and physical skills. Children have lots of opportunities to learn new vocabulary during all activities, which builds on their communication and language skills. Children's mathematical skills are not as well developed as there are fewer opportunities for them to use and explore numbers as they play outdoors.

The contribution of the early years provision to the well-being of children is good

Children are happy and well settled. The strong relationships built between key-persons, parents and children help to promote children's confidence and self-esteem. Parents' contributions are highly valued and play an important part in helping key persons to gain an accurate picture of children's needs from the start. As a result, children's individual needs are addressed well. Arrangements to share this information with other staff are not fully effective, despite a buddy system being in place. Therefore, children's needs are not met as well when their key persons are not present. Staff have established strong partnerships with schools in the local area. This makes sure that all children are well-prepared for their move onto school. Staff are good role models and give clear and consistent behaviour boundaries to the children. Children behave well, they develop good table manners, take turns and share toys and equipment. A high priority is given by staff to promoting healthy lifestyles. As a result, all children benefit from daily opportunities to be outside for fresh air and exercise.

The effectiveness of the leadership and management of the early years provision is good

All reasonable steps have been taken to ensure children's safety at all times. Risk assessments are carried out on a daily basis by all staff, to ensure that any hazards are identified and minimised. Robust recruitment procedures are in place which ensure all staff are suitable and well qualified to work with children. The manager is fully committed to improving quality to develop existing good practice, and values training opportunities. This has a positive impact on staff practice and knowledge. The management team closely monitor staff performance and the effectiveness of teaching and learning through robust supervision and appraisal meetings. Recent changes to the tracking of children's progress has made this information more precise and meaningful to staff and parents. Effective links are in place with external agencies and other services. These contribute to ensuring that children with special educational needs and/or disabilities are fully supported.

Setting details

Unique reference number	EY427812
Local authority	Shropshire
Inspection number	852815
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	33
Number of children on roll	45
Name of provider	Little Pixies Nursery Partnership
Date of previous inspection	7 February 2012
Telephone number	07709330813

Little Pixies Nursery was registered in 2011. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 and above, including one with Early Years Professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

