

Pixies

Wilberforce Centre, Holy Trinity Church, Clapham Common North Side, LONDON, SW4 0QZ

Inspection date

29/09/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

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

2

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

2

The quality and standards of the early years provision

This provision is good

- Staff provide a welcoming, stimulating environment where children learn through play.
- Staff support children in their play and are consistent in their methods to promote children's positive behaviour.
- Staff use observations and assessments well to plan for children's next steps in their learning and development, sharing their progress with parents to enable them to support their children's learning at home.
- Strong partnership with parents helps to maintain continuity of care and learning for the children. There is a regular two-way flow of information and parents are kept up to date on their children's progress.

It is not yet outstanding because

- Children do not always have good access to resources to support their creativity, particularly during adult-led activities.
- Staff do not maximise opportunities to further develop children's independence skills.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in two pre-school rooms and outside play areas.
- The inspector and manager conducted a joint observation.
- The inspector had discussions with staff and meetings with the manager.
The inspector checked evidence of suitability and qualifications of staff working with
- the children, as well as sampling other documentation, and held discussions about the nursery's self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Gillian Cubitt

Full report

Information about the setting

Pixies registered in 2013 and is run by a private provider. The nursery operates from rooms within the Holy Trinity Church on Clapham Common in the London Borough of Lambeth. The nursery uses one room downstairs and one room upstairs and there is an outdoor area for play. It is open each weekday from 9am to 12.15pm during school term times. The nursery is registered on the Early Years Register. There are currently 23 children on roll. The nursery is in receipt of funding to provide free early education for three- and four-year-olds. There are seven members of staff employed, all of whom hold appropriate childcare qualifications.

What the setting needs to do to improve further

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

- further support children's creativity by providing them with more resources to express their thoughts and ideas, particularly in adult-led activities
- extend the programme to support children's independence by encouraging them to take more initiatives such as mixing paints, preparing tables for snacks and pouring their own drinks.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The atmosphere of the nursery is calm, inviting and purposeful. Children enjoy their morning sessions playing with their friends with a good range of activities to support their learning. This is because staff present the learning environment well to give children choice and freedom to explore. Children's work is displayed all around, making their playrooms personal to the children.

Staff make observations of children and use this information to help them assess their progress and identify next steps in their learning. Staff also use their good knowledge of the children to inform planning. As a result, children play and enjoy activities and experiences that meet their individual needs and interests. Children's progress therefore is good because staff assess their starting points after the settling-in period and support them well during their different stages of learning. Staff overall use good teaching methods to support children during their play and show there is an even balance of adult and child-led play. This results in children who are active learners leading their own play ideas. For example, children enjoyed dressing up in outfits and pretending to be princesses or doctors. Children made good use of stethoscopes and staff then joined in,

being careful not to intervene too quickly and impede children's self-directed play. They asked children to listen to their heartbeats and check pulses which made children think about the role of a doctor and how they care for our health. Staff gave children time to answer questions and respond. This results in children becoming confident and articulate communicators.

Children use a range of mark-making and writing tools and during the inspection younger children had fun making prints with their hands. They were learning their colours while improving their knowledge of numbers by counting their fingers as they made attractive pictures. Older children express themselves with colourful paintings, that staff display, which supports children's self-esteem. However, during adult-led activities children's creativity is sometimes restricted by the lack of accessible paints and resources. For example, staff engaged children well with information about animals in the jungle where children learnt the differences between tigers and lions. However, a creative activity to produce a tiger hindered children's ideas and expressions because of a lack of range of resources. Children painted black stripes on the tiger picture but had no other resources to extend their picture using different colours, materials and shades to reflect the children's ideas and individuality.

Children eagerly recognise letters because staff introduce these in many ways, through songs, posters and phonetic sounds. Staff constantly make children aware of the sounds that letters make when children point to pictures and when staff read to children. This supports their developing awareness that the written word carries a meaning. Younger children particularly like story times with their key person as they snuggle together in the comfortable book corner where staff read stories of children's choice. Older children enjoyed singing songs about turtles, where staff encouraged all to participate. Children showed their ability to count correctly and follow movements, doing actions to favourite tunes.

Good partnerships with parents and carers support children's care and learning. Staff ensure parents are kept well informed about their children's progress and general daily experiences. For example, the daily contact books from home to nursery keep parents informed, especially if they do not collect their children themselves. Staff provide details such as the activities children enjoyed which enables parents to continue their children's learning at home. There is now an email system where the manager and staff are able to communicate directly with parents to let them have copies of planning activities and newsletters, which enhances the partnership. Parents and carers say they are involved in their children's learning and are happy with the nursery provision.

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

Children share positive relationships with the staff that care for them. The key-person system and individualised settling-in procedures mean children are secure, confident and display good levels of emotional well-being. Key persons know their children well and use this knowledge to support children both developmentally and emotionally. Staff are constantly close by for support and respond immediately to children's needs. Children

behave very well and play cooperatively together. This is shown by how children share their toys and are happy to take turns using outdoor equipment. Children respond to staff's instructions such as 'good listening' when helping children to focus on an activity. Staff also reinforce children's positive actions with praise which helps children to understand the benefits of working and playing well together. Children learn these skills well which supports their readiness for moving on to school.

Children demonstrate a very good understanding of the importance of healthy lifestyles, through discussions during everyday routines. For example, staff talk to children about keeping their teeth clean and healthy by regular brushing. Children speak about washing hands with soap to break down the dirt to keep hands clean. Children proudly held up their hands to show they were spotless. Children have healthy snacks and water available during the morning. However, staff take control to prepare tables and pour the children's drinks, which inhibits children's growing independence to care for their individual needs. Outside, children have rigorous exercise using a range of hoops, balls and wheeled toys. They have fun riding down a small incline showing their skills in driving. Staff remind children to be careful of others during their play which raises children's awareness of safety. Staff carry out risk assessments of all areas each day to minimise accidents and they have a secure understanding of their responsibilities to protect children in the event of there being any concerns about a child's welfare. Staff supervise children well at all times, especially when playing outside in public areas. Children understand the boundaries and stay within these to keep safe.

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

The manager leads the nursery efficiently. She uses her understanding of her role and responsibilities to meet the welfare, learning and development requirements of the Early Years Foundation Stage. Robust safeguarding procedures and staff's understanding of child protection help to keep children safe. All staff have received safeguarding training and know the actions they must take if they have any concerns about a child. All staff have access to information to support and embed their safeguarding knowledge. There are clear recruitment and vetting procedures to check staff's suitability to work with children. The thorough induction programme supports new staff. Also, the staff team benefit from regular team meetings and regular supervision sessions where they discuss their achievements and future training needs. This enables the manager to maintain an overview of the continuous provision for children, the quality of teaching and the progress the children are making. As a result, planning and assessment are consistent and reflect staff's accurate understanding of children's skills, abilities and progress. A strong staff team, therefore, present a happy and welcoming environment where their good deployment ensures the session runs smoothly for the children.

The staff team works collaboratively together to make continuous improvements to the service they offer through self-evaluation. In addition, they encourage parents to share their views and have discussions with the children to include their interests. Since re-registration the manager and staff have put in place stronger systems to keep in touch

with parents and they are developing plans to extend the links with a greater number of schools in the area to strengthen their links with other professionals.

The manager and staff promote positive working partnerships with all agencies and actively engage with health professionals where appropriate. They have reviewed the changes of the requirements with regard to supporting children and parents where extra support is required. They use the guidance of the code of practice well for supporting children with special educational needs and/or disabilities to meet their specific needs and promote inclusion.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY469737
Local authority	Lambeth
Inspection number	940723
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	23
Name of provider	Dee Bennett
Date of previous inspection	not applicable
Telephone number	02077200774

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

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