

# Inspection of Pixies

7 Ditchling Road, BRIGHTON, Sussex BN1 4SB

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Inspection date: 24 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are independent learners and fully enjoy their time in this welcoming nursery. They are extremely polite, confident and accepting of others. Children follow the clear routines and understand the simple rules of the nursery. For example, they help each other put on high-visibility jackets before an outing. Children wait patiently while everyone finds a sun hat and tell staff that they need one too because the sun is hot. Even the youngest children quickly learn to share. They tidy away toys as they sing the 'tidy song'. Babies understand to use 'kind hands' as they happily explore the captivating lights and sounds in their cosy and sensory environment. Children's exemplary behaviour and enthusiasm for learning show that they feel safe and secure.

Babies and children benefit greatly from the wide range of exciting daily outings. These often spark further learning opportunities in the nursery. For example, toddlers eagerly search for mini-beasts in a nearby park. They enjoy fresh air and exercise as they carefully follow bees, study snails and learn road safety. Further afield, children learn about animal habitats as they observe sea creatures. Staff support them to extend this learning in the nursery. Children use books to find out more and create their own animals with paint and collage.

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

- Staff are extremely focused on developing each child's individual talents and interests. For example, they skilfully encourage older children to make up their own song and add dance moves. Children make and play instruments they have made using pebbles, collected earlier at the beach. They negotiate roles and learn the word 'conductor' as they follow one child's timing instructions. Children are very proud of their finished performance. This supports their growing self-esteem exceptionally well.
- Resources and activities reflect positively the diverse backgrounds of all children in the nursery. Children are encouraged to talk about and celebrate what makes them the same or different from other people and how this makes them feel. For instance, staff display photos of children with their words about themselves in captions. They say, for example, 'We can all be happy'. Toddlers learn to recognise feelings in facial expressions, as they discuss how a cat is feeling today.
- The managers' values for the nursery, including 'love, equality and making the nursery a happy place', can be clearly seen in practice. Staff support children to develop extremely secure social skills. Children quickly make friends and become part of the nursery 'family'. During group time, children happily sit together, listen carefully and take turns to respond. Children are very well prepared for the next stage of their education.

- Staff have a reflective plan to help meet each child's learning and development needs. They work closely with outside professionals, such as speech therapists. The high number of staff to children helps to ensure children with special educational needs and/or disabilities, and those from disadvantaged backgrounds, are very well supported. All children make very good progress.
- However, at times, staff do not focus carefully on extending babies' and children's own ideas as they play. Staff overly direct the play and, as a result, babies and children lose interest.
- Managers actively support staff well-being. Each member of staff has a well-being buddy with time for 'check in chats'. Managers support staff with 'appreciation days' to show they are valued. Managers fully understand the link between the good well-being of staff and happy children.
- The inspirational childcare manager and staff work together as a strong team. She role models her excellent practice. Staff observe and learn from each other. Their ideas are used to help improve outcomes for children. Staff take advantage of a range of training to continually update their qualifications, skills and knowledge further.
- Managers and staff get to know the children and families very well. There is a two-way sharing of information that enhances children's learning and development. For example, staff give parents ideas and resources, such as books, for home learning. Parents comment on the 'happy, nurturing staff' and the wonderful use of outings into the community.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff treat children's well-being as a priority. Managers follow safe recruitment procedures to ensure staff are suitable to work with children. Staff know what to do if they have any concern about a child's welfare. They would act quickly in response to an allegation against a member of staff. Managers and staff discuss any additional support children and families may need so that all staff can give the same continuity of care. Staff consistently risk assess their work, including daily outings, to help ensure children play and learn safely. Children quickly learn to manage their own risks and understand how to stay safe when on trips.

## **What does the setting need to do to improve?**

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

- strengthen staff teaching skills to help them consistently support and extend children's learning when they are exploring their own play ideas.

## Setting details

<b>Unique reference number</b>	2504921
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	10214961
<b>Type of provision</b>	Childcare on domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Earthey, Charlotte
<b>Registered person unique reference number</b>	2504920
<b>Telephone number</b>	01273700556
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Pixies registered in 2019. The setting is situated in Brighton, East Sussex. It is open each weekday from 8am to 6pm, for 51 weeks of the year. There are nine staff, seven of whom hold relevant childcare qualifications at level 2 or above. The nursery receives government funding for children aged two, three and four years.

## Information about this inspection

### Inspector

Sue Suleyman

## 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 childcare manager and the inspector completed a learning walk and discussed how the curriculum and nursery are organised.
- Parents, children and staff spoke to the inspector during the inspection and their views were taken into account.
- The inspector completed a joint observation with the childcare manager and discussed how staff practice is monitored and improved.
- The inspector observed the quality of teaching and assessed the impact on children's learning.

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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