

# Phoenix Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY360657
<b>Inspection date</b>	07 July 2008
<b>Inspector</b>	Beryl Witheridge
<b>Setting Address</b>	31 View Road, Cliffe Woods, ROCHESTER, Kent, ME3 8JQ
<b>Telephone number</b>	01634 222253
<b>E-mail</b>	info@phoenixdaynursery.co.uk
<b>Registered person</b>	Kashaf Mahmood
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

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

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Phoenix Day Nursery opened in 2007 and operates from seven rooms in converted residential premises. It is situated in the village of Cliffe Woods, Kent. A maximum of 48 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.30 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 69 children aged from three months to under five years on roll. Of these 21 children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties and disabilities, and also supports a number of children who speak English as an additional language.

The nursery employs 14 staff. Of these 11 staff, including the manager, hold appropriate early years qualifications. There are two staff working towards a qualification and three staff working towards a higher qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children learn about their bodies and good health issues. They are encouraged to wash their hands after going to the toilet, after messy play or playing in the garden. Staff remind them to wash their hands thoroughly; children know 'it is to get rid of the germs'. All children clean their teeth after meals; they each have their own toothbrush and toothpaste. Staff are good role models and always wash their hands before and after serving snacks and meals. Staff use disposable gloves when dealing with any bodily fluids, such as when changing nappies. Tables are wiped with antibacterial sprays to ensure that surfaces are clean. Children with infectious illnesses do not attend the nursery which helps prevent cross infection. Children's health needs are promoted through the written policies and the accident and medication records; records are kept confidentially on each child's file. Children enjoy opportunities to be active in the well designed outdoor play area. Staff work closely with parents, especially in the baby room, to ensure that the child's own routine is adhered to as much as possible for rest and sleep.

Children are encouraged to eat healthy foods. Drinks are readily available for them throughout the session; older children are able to help themselves and younger children have their cups available at all times. The snacks and meals are provided at regular two hour intervals throughout the day. This can at times cause some disruption to the play activities for older children when they have to clear up their activities to make room for these. Staff lay the tables and serve the food for the children. This could be better organised to encourage older children's independence. Children talk about favourite foods; they are excited by the grapes which they are offered and are eager to try them. At lunch time they have sausages, broccoli, potato, cauliflower and swede. Staff sit with the children, talking about their food and other subjects to encourage their conversational skills. They have healthy choices regarding the food they eat; a menu is displayed daily so that parents can see what their children are eating. The cook is aware of the dietary needs of individual children and takes these into account when planning meals. Children have opportunities to taste food from other countries when looking at different festivals and celebrations, such as Chinese New Year where it was noted that they really liked the flavours. Staff work closely with parents to ensure that children's individual dietary needs are met.

Children's physical development is encouraged through the opportunities to use ride on toys, bikes and large apparatus in a well designed and supervised outdoor area. This has been purpose built for the children with climbing frames on safe surfaces, and a selection of bikes, scooters, prams, push-alongs and balls. There is a soil pit for digging; the children get really excited when they find worms and a spider's web. There are also sand and water trays, painting easels and little paths through the trees where the children can explore. Indoor activities include music and movement, action songs and dancing. Fine motor development is good because children have many opportunities to use appropriate equipment and tools, such as pens, pencils, scissors, knives, forks and spoons and older children can pour their own drinks.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are able to learn and play in warm, clean, bright premises. Their work is displayed throughout the nursery. The children are cared for in a converted house. The toddlers and babies are upstairs and the older children are downstairs. Babies and toddlers share two rooms; they are separated from each other by a room divider but it is low enough for the babies to see

the other children and enables them to interact with them. The older children have use of three rooms. All children have access to a safe and secure outdoor play area. The premises are safe and secure; there is an intercom on the front door and a stair gate at the top of the stairs to prevent the younger children from coming down unaccompanied. The door handles throughout the nursery are too high for the children to reach. There are procedures in place should someone other than the parent/carer be collecting the children. Children are supervised closely at all times. Toys and equipment are checked regularly. Smoke detectors and fire extinguishers help to provide safe surroundings. Staff also carry out a written risk assessment for the premises, indoors and out, and equipment.

Children are being introduced to procedures to help them learn how to help keep themselves safe. The emergency evacuation is practised with the children but not frequently enough to include all children. There are procedures in place for outings both local and further afield; the nursery owns its own mini bus and several staff are qualified to drive it, and a risk assessment of any venue is carried out beforehand and permission obtained from parents before children are allowed to go. Children's welfare is considered through the safeguarding children procedures which are in place but these are not up to date and do not contain the current information from the Local Safeguarding Children Board. The manager has recently updated her training and has fed this information back to the rest of the staff. Staff are aware of their own vulnerability, and the procedures to be followed in the event of an accusation are included in the written policy.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children come into the nursery happily. They settle easily to playing with the activities provided. Children have fun playing together; they show interest in the activities available, they play well together in groups and they share and negotiate their roles when taking part in role play. Each group of children has a key worker who knows and understands their children well, but all staff are available to work and respond to all children. Some activities are adult led and some are child led and children are able to make free choices about what they would like to play with. The toys are accessible and labelled so children can identify what they want. The rooms are set out to meet the needs of the different age groups, for example, babies, toddlers and pre-school. The equipment and activities provided for each age group are appropriate to their needs and stages of development. Children are friendly and sociable; there are opportunities, in the exceptionally well designed outdoor play area, for all children to join together and play and socialise. They enjoy being imaginative; they love using the role play toys and equipment and making up stories about events such as going to the park, the funfair and the library. They are able to discuss different aspects of their play and how they are feeling. Children show a high level of well-being and involvement as they settle easily to activities throughout the day; they have a good relationship with staff and each other. Their learning is extended by staff who talk to them and interact extremely well with the children.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have a sound knowledge of the Foundation Stage and an understanding of how children learn. Staff use the early learning goals and the stepping stones when they are planning the activities; however, the planning is done in advance and the children's needs are fitted into the planning, they do not lead the planning. Activities are evaluated and this evaluation is used to help with future planning. The planning is not linked directly to the next steps for individual children. Children are progressing

in relation to their individual starting points which are identified by staff and parents when the children first start at the nursery. Their records follow them all the way through. Children are interested in the broad range of activities and experiences provided, which cover the six areas of learning, but these are not always suited to the needs of the children. Assessments are not always clear and the next steps are not clearly indicated. They do, however, reflect the community the children come from and the wider world around them.

Children enjoy their time at the setting. They are happy and eager to take part in what is on offer for them to play with. They talk openly to the staff and ask questions. Children are becoming independent learners as they confidently select the toys and activities on offer, and this is promoted by the staff who encourage them. Children show an appreciation of books and stories which are freely accessible; they sit and share books with each other talking about the pictures. Children communicate well with both peers and adults. They listen and take turns when speaking in groups. During role play they negotiate their roles and talk about what they want to do and where they want to go. Some children can recognise simple familiar words such as their names and those of others; this is supported by environmental print such as 'door', 'chair', 'our drinks area' and a collage of clothes hanging on the line where the clothes are all named. Children learn how to use numbers, shape and size in everyday situations; they explore capacity through water and sand play. They use several different utensils for playing in the water. Two girls are building in the sand, one has a large bucket which she uses to make a sandcastle, and another one has a small mould for a cat. They recognise which one is small and which one is large.

Children learn about living things through activities such as digging in the garden. Two children find worms in different areas, and they put them together to discuss the similarities and differences, 'one is small, one is very, very, long'. Staff extend this activity for the children by finding pictures and books about insects and agree to continue the 'discovery' with them. Children learn about themselves and one another; they look at other festivals, cultures and celebrations such as Chinese New Year, Christmas and Easter. Children's fine motor skills are developing well. They are competent at building with construction, drawing, painting and using knives, forks and spoon. Children demonstrate a good awareness of space and move confidently, imaginatively and safely during physical activities such as doing music and movement; they are able to act out the different roles such as being a car, and moving around the room safely. They enjoy balancing, jumping, running, music and movement. Children enjoy being creative and make some spectacular designs when painting, especially outdoors where they like experimenting with colour. Their work is proudly displayed on the walls which allows them to celebrate their achievements. Children of all ages enjoy singing songs; they have a good repertoire and join in enthusiastically.

### **Helping children make a positive contribution**

The provision is good.

Children are warmly welcomed into the nursery and staff are very aware of treating each child according to their individual needs. Staff talk to the parents to learn about the children's backgrounds, their culture or any specific needs there may be. Toys and resources promote positive images of diversity for the children. Children learn about different festivals and celebrations throughout the year. They have looked at Chinese New Year, Christmas and Divali, and management is looking at extending this to include other celebrations. Children are able to learn about their similarities and differences as well as exploring aspects of the wider world. Children who have learning difficulties and disabilities are well supported with staff undertaking extra training to provide the level of care which is required to meet their needs. They work

closely with the parents to ensure they are meeting the children's needs. Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is of a high standard. The rules are displayed throughout the nursery and staff reinforce these at all times. Staff are excellent role models; they discuss any unacceptable behaviour with children in a positive, calm manner. Children are regularly praised which helps to promote their confidence and self esteem. Children benefit from consistency of care, because the staff and the parents have a good working relationship. Parents feel that they can talk to the staff at any time with any concerns they may have. Parents are kept well informed about the nursery through regular newsletters.

The partnership with parents is satisfactory. Parents receive written information about the curriculum. Parents are invited in to settle their child into the nursery and this enables them to work with staff on a detailed care plan for their child. Parents can see their child's developmental records at any time. There is also a yearly parents' evening when parents can talk to the keyworker about their child's progress. Parents who cannot make these meetings are contacted by staff and an appointment made to see them at their convenience. Parents are invited to activities such as the Nativity, Easter party, school leavers' party and an Annual Fete. They are also invited in to talk about their job as part of the curriculum; in the past several have visited to share their own skills such as a lollipop lady, a postman, a doctor and a post office worker.

## **Organisation**

The organisation is good.

Children are happy, confident and secure within the nursery. The owners and management have ensured that the staff caring for the children are suitably qualified to do so. There are 14 staff employed overall including the cook and the cleaner. Of these 11 are qualified and two others are undertaking training. All staff are required to attend three training days a year as part of their ongoing suitability. All staff are first aid trained and every member of staff has a current Criminal Records Bureau disclosure. The recruitment procedures for employing new staff are rigorous and robust; although there has not been a need to employ any new staff recently as the staff turnover is very low. The staff risk assess constantly and supervise children at all times. The required range of documentation and records are in place, including daily attendance records, which show clear arrival and departure times for children. The registration certificate is clearly displayed and the required records are all stored confidentially and are readily available for inspection. Staff continually implement the policies and procedures to ensure that the children's safety, welfare, care and learning are promoted. Some of these policies require updating to take account of up to date information.

Leadership and management is satisfactory. Children are well cared for and the activities provided are planned for using the Foundation Stage. The overall success of the curriculum is not being clearly assessed as it is not clearly linked to the needs of the children. There is a vision for the well-being of the children through ensuring that the children are comfortable and content in their environment and then providing the education curriculum. The owners induct new staff and identify any relevant training or resources through observation, discussion and appraisals. Staff are motivated through regular staff meetings, yearly appraisals, self evaluation and attendance at training. Any courses undertaken are shared with all staff by cascading information. The nursery receives support from an early years advisory teacher.

The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable: this is the first inspection since registration.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that the evacuation procedures are carried out regularly to ensure that all staff and children in the nursery know how to protect themselves in an emergency
- ensure that the Safeguarding Children policy is up to date and has regard to the Local Safeguarding Children Board procedures and that staff are made aware of these procedures and their own vulnerability if left alone with the children

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- review the future planning to ensure that the children's next steps are acknowledged and their needs included

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)