

# Phoenix Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY309806
<b>Inspection date</b>	10/02/2009
<b>Inspector</b>	Susan Parker
<b>Setting address</b>	Fry Road, Stevenage, Hertfordshire, SG2 0QG
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## Description of the setting

Phoenix Nursery is a private, family owned day nursery. It has been registered at the current premises since June 2005. It operates from three rooms in a detached building situated in a residential area of Stevenage, Hertfordshire. A maximum of 26 children may attend the nursery at any one time. It is open each weekday from 07.45 to 17.30 all year round, with the exception of one week at Christmas and two weeks in the summer. All children have access to a secure enclosed outdoor play area which is adjacent to a woodland park area.

The nursery is registered on the Early Years register and the compulsory and voluntary parts of the Childcare Register. There are currently 26 children aged from two to under five years on roll, some in part-time places. The nursery has effective systems in place to support children with learning difficulties and/or disabilities, and children who speak English as an additional language.

There are five members of staff, four of whom hold appropriate early years qualifications, and one member of staff is working towards a Level 3 Qualification. The manager/owner is working towards the Early Years Professional Status. The nursery provides funded early education for three and four year olds.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff are effective in meeting the diverse needs of the range of children for whom it provides. Children are safe and secure at all times and enjoy learning about their local area and the world around them.

Very good links with the local school and children's centre are key strengths in contributing to ensuring that the learning needs of all children are met very well. This means that children make good progress, given their age, ability and starting points. The partnership with parents is effective in promoting the good health and welfare of the children, although this does not fully extend to include all aspects of learning.

Regular appraisals by the manager and staff team ensures that any priorities for their future training needs are promptly identified and acted on. However, the self-evaluation of the provision of the care and education is limited to staff training needs.

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

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

- further develop effective links with parents and carers to fully promote the integration of care and education
- develop effective regular quality checks and self-assessment of the provision

leading to clear identification of targets for further improvement

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

The manager and staff ensure that all documentation, policies and procedures are in place and available for parents and carers. Extensive information is displayed on the walls and in folders which is easily accessible. Staff link well with the local school and children's centre which promotes the good integration of care, education and any extended services. Parents are provided with good information via posters and newsletters as well as children's progress reports and open evenings. Staff provide parents with some ideas for activities to extend the children's learning in the home, however, this is limited. Close working between staff and parents is vital for the identification of children's learning needs and to ensure a quick response to any concerns.

The manager has partially conducted a self-evaluation of the provision which has identified the training needs of the staff. This is not fully effective as a quality check to holistically evaluate all the strengths and lead to clear identification of targets for further improvement.

Children are regularly observed and these observations are adequately recorded. These, alongside photographs, are effectively used to record each child's learning journey. Detailed information is gained and stored confidentially so that the children's key workers have a good indication of each child's starting points and capabilities. Effective observation and assessment of each child enables staff to effectively plan for their next steps in their learning and development.

The manager and staff are very effective in promoting inclusive practice. They access many additional resources, such as 1:1 workers, to support children with learning difficulties and/or disabilities. This is very effective in supporting children and enables them to develop to their full potential.

The staff are well qualified, suitable to work with children, and are very pro-active in attending training and extending their knowledge and qualifications. This is beneficial to the welfare and learning of the children because staff are able to provide safe, practical hands-on experiences for all children. Any students or volunteers have clear guidelines and boundaries to ensure children are safe and they are learning while having fun.

## **The quality and standards of the early years provision**

Children's individual needs are effectively well met by the staff who encourage the children to develop good habits such as washing their hands before eating. Children who have an accident or feel unwell are comforted and cared for by the qualified staff, four of whom hold valid first aid certificates. Children's physical skills are promoted and they use the enclosed outside play area or the main hall to practice running, jumping, climbing, balancing, in a safe environment.

Children have access to a wide range of interesting indoor and outdoor activities including regular nature walks in the adjacent woodland where children are able to look, listen, touch and smell the changes in seasons and its effect on trees, plants and local wildlife. Children are encouraged to make collage and models, draw pictures and practice mark making to record their experiences and, through gentle discussion, learn new words to add to their increasing vocabulary. Children are beginning to recognise familiar words through good use of name cards so children know where their peg is and where they are sitting for lunch. Well positioned words and labels around the walls effectively encourage children's understanding that print has meaning. The staff ensure that children have access to a good range of quality equipment and encourage the children to select their own resources which supports children's self-motivation and confidence.

The staff plan a selection of suitable and interesting learning activities for the week ahead, taking into account the individual next steps and achievable challenges of all the children. They successfully ensure that all children are included in all activities and are offered the same opportunities which are adapted effectively to suit their individual needs and interests. Staff actively encourage children to develop appropriate behaviour and they effectively use praise and rewards, such as stickers, to encourage children to be kind to each other and learn right from wrong.

The children are cared for in a secure environment because the staff have a good understanding of minimising risks. Regular risk assessments are carried out and recorded which support the high levels of safety. Access to the nursery is effectively monitored and appropriate safety precautions are taken when the children are on outings. Children are learning, through interesting games and routines, to keep themselves healthy and safe. They are learning about eating healthily, why we wash are hands and how to walk safely near roads.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.