

# Phoenix Pre-School

Inspection report for early years provision

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<b>Inspector</b>	Rufia Uddin

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<b>Type of setting</b>	Childcare on non-domestic premises

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## 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 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).

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## Description of the setting

Phoenix Pre-School is a privately owned group and is one of two pre-schools owned by the registered provider. The pre-school opened in 2009 and operates from a hall in Rush Green in the London borough of Havering. The pre-school is open each weekday from 9.15am to 11.45am and 12.15pm to 14.45pm term time only. Children have access to a secure outdoor play area. The group currently supports a number of children with children who speak English as an additional language. They have no children with special educational needs and/or disabilities on roll.

The group is registered to provide care for a maximum of 26 children from two years to the end of the early years age group. There are currently 26 children aged from two years to the end of the early years age group on roll. Children attend from a wide catchment area. The pre-school is registered on the Early Years Register. The pre-school employs three staff all of whom hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safe and well cared for by a team of staff who are suitable and well qualified. Children make good progress in all areas of learning and development. They are happy, content, confident and feel safe in the environment. Staff have a clear understanding and knowledge regarding the Early Years Foundation Stage and consequently are able to recognise and meets children's individual needs well. The staff are confident with the observation and planning system. Good partnerships with parents help staff to support children's learning and welfare. The manager and staff are aware of some areas for further improvement. Detailed action plans have been put in place. This demonstrates a commitment to driving improvement in the setting.

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

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

- introduce opportunities for parents to be informed about their child's next steps for development, to help them to play a more active role in their child's learning at home
- continue to develop activities that promote diversity and equality of opportunity
- update complaints procedure to include a telephone number for Ofsted.

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

Children are safeguarded effectively with robust risk assessments in place which cover all areas of the environment and any outings that may be taken. Staff are particularly vigilant when children arrive and leave the premises. Effective processes are in place to ensure that all children are safeguarded. Rigorous recruitment and checking procedures ensure that staff are suitable to work with children and have the appropriate skills and qualifications to support their learning and welfare. Good support is available for staff to further their knowledge and understanding of childcare and learning. Staff are well deployed to ensure children's safety. Records and policies are in place and work well in practice, although the complaints procedure does not yet include the telephone number for Ofsted. Regular risk assessments help staff to identify any areas of concern and all staff are aware of any issues. Regular fire drills are practised and detailed records kept. Staff have a clear knowledge and understanding about the procedures to follow in the event of having any concerns about children in their care. Detailed accident records are kept and shared with parents. The group promotes inclusion by welcoming all families, helping new children to settle quickly and offering additional support where appropriate. Staff have a clear understanding regarding how to include all children and offer good support to children who have English as an additional language. Children who speak English as an additional language are supported well, for example the staff learn a few key words of the children's first language to help them understand what children say and need. They understand the children's needs well and work hard with parents to meet those needs. The group is planning to introduce more activities that promote inclusion, for example, by having activities to mark various festivals such as Chinese New Year and Diwali. Staff demonstrated a good knowledge and understanding about how to link with other professionals and early years settings if necessary, and about how they would support children with special educational needs and/or disabilities.

Children develop secure trusting relationships within the setting, which is enhanced through the relationships between the staff and their parents. Effective settling in procedures enables parents to share what they know about their child and provide the setting with a good insight into their home and family life. Parents receive verbal and written feedback about their child's day and are provided with a copy of all the setting's policies and procedures. These are discussed in detail to ensure they are well informed about the service and how the staff meet children's individual needs. Observations of children's progress are informally shared. However, continuity of learning for children is not fully explored because parents are not made aware of their child's next steps for development enabling them to more effectively support their learning at home. The manager recognises her strengths and has begun to formally evaluate all aspects of her practice. She involves staff and children in the self-evaluation process and is able to identify areas for improvement. For example, the group intends to introduce a 'bring a book home library scheme' to encourage children to read at home.

## **The quality and standards of the early years provision and outcomes for children**

Children enjoy and benefit from a welcoming and stimulating early years environment. Play equipment and resources are effectively set up to create an interesting and stimulating setting. Children are warmly welcomed by staff when they arrive, who are sensitive to their individual needs. Gentle encouragement is provided where needed, and children soon gain confidence and start to explore the play opportunities available. Children effectively learn how to keep themselves safe and healthy. All children have daily access to the outdoor play area which encourages them to be active and develop physical skills. Healthy eating is well promoted and children enjoy snacks, they learn to wash their hands before they eat and staff talk to them about germs. Children develop good levels of behaviour and older children particularly are well mannered and polite. Children are independent, confident and autonomous learners. They display levels of confidence and independence and pack away after they have finished their snacks, throwing their cartons in the bin and clearing away their plates. Children are able to play cooperatively and staff are generally successful in managing behaviour and creating a calm and settled atmosphere. Close relationships between staff, children and parents are nurtured so that staff have a sound understanding of children's individual needs and parents are informed about their children's progress.

Outcomes for children are promoted well by the setting. Children enjoy making choices as they decide what they want to do. Children's development is promoted by a range of resources including a work bench, a small world doll's house, magnetic numbers, and construction materials. Children's creativity is fostered by activities such as role play and art materials. Children's physical development is supported by activities such as outside play on bikes. Children are encouraged to pick out a card with their name on to help them recognise letters and develop communication skills. Children develop at their own rate because the staff adapt questioning and planning to suit their individual needs. Staff make regular observations of children's progress and introduce a good balance of adult and child-initiated activities to promote all aspects of their learning. Children begin to develop good skills for the future, they recognise numbers on the till and mobile phone and benefit from opportunities to use the computer to support their learning. Children use their time in the setting well and show a willingness to explore possibilities for themselves. Children feel safe in the setting and learn that their behaviour can impact on their safety and that of their peers. Staff enhance children's feeling of security as they undertake conversations and prompt responses from children. Staff have started to complete observations on the children and have identified children's starting points and next steps and linked these to the general planning of activities and children's interests. Children generally acquire skills and abilities which are appropriate to their age, and their progress ensures that most children are prepared well for future learning needs.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

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