

# Phoenix Childcare

Inspection report for early years provision

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<b>Unique reference number</b>	EY397582
<b>Inspection date</b>	19/11/2009
<b>Inspector</b>	Sally Hall
<b>Setting address</b>	21 Carlton Road, TORQUAY, TQ1 1NA
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<b>Email</b>	
<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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

The setting registered under this ownership in July 2009. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to provide full day care for up to 26 children, 20 of whom may be in the early years age range. Out of school care is also offered. There are currently 16 children enrolled, of these four are in the early years age group. The proprietor works with two members of staff and a volunteer. The proprietor has relevant childcare qualifications. The staff have completed childcare courses and are working towards their National Vocational Qualification at level 3. They are open Monday to Friday all year round from 7.30am until 6.00pm. They operate from one room with associated facilities and is situated in a residential area of Torquay. There is no outside play space, but the building is in walking distance of local parks. Trips are undertaken to nearby places of interest.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, safe and secure. They are making sound progress in their learning. The staff are deployed well and committed to continual development and extending their knowledge in implementing the Early Years Foundation Stage (EYFS). There is a positive relationship with parents who are kept well informed of how their child has been on a daily basis; however, not fully on their child's learning and development to support their learning at home. Documentation is in place to support children's care and is regularly reviewed. Their capacity to maintain continuous improvement is secure.

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

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

- continue to develop planning and assessments to fully support all areas of learning to identify next steps of children's learning
- develop the use of resources and planning to promote children's awareness of diversity
- develop further the partnership with parents and other provisions children attend to ensure information is shared and they are involved in their child's continuous learning and development.

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

Children's safety and welfare is promoted well through effective staff deployment; they work well together with the support of the proprietor. They have a positive approach and are clear of their roles. There are effective policies and procedures in place to support children's care. Regular risk assessments and a daily check of the

premises are conducted to ensure a safe environment for children. The staff have undertaken training and have a commitment to on-going training. Staff appraisals are being undertaken to highlight areas for their personal development. There are secure systems in place to ensure all staff are suitable to work with children. They have a secure understanding of the procedures to follow in the event of a child protection concern and have policies and information in which to refer.

Children have access to a good range of toys and resources. They are easily accessible and displayed well to enable children to make spontaneous choices to support their own play and individual interest. They have access to resources to raise their awareness of diversity. However, the planning is still being developed to support all areas of learning and does not fully support the opportunity for children to learn about different cultures and celebrations. The staff have a sensitive understanding of inclusion and supporting children with specific needs. They respect parent's wishes and ensure they know children's likes and dislikes. They have a sound awareness of supporting children with English as an additional language and children with specific diets and health issues.

They have a positive partnership with parents who are warmly welcomed on arrival. They are well informed of how their child has been and their daily routine. Observations and assessments have been started on the progress children are making. The staff are gaining confidence in completing these and reviewing their systems. Children's assessments are shared with parents informally who are encouraged to look at their child's records. However, not sufficiently on a regular basis or with other settings that children attend to enable parents to fully support their child's learning at home. Useful information is displayed for parents on the notice board including the menu for the week. They have started to seek parents' and children's views to further develop the provision.

Documentation is in place to support children's care and includes parental consents to seek medical advice or treatment in an emergency. Daily registers are kept and visitors to the setting are recorded. This ensures it is clear who is on the premises at all times in the event of an emergency. Children are familiar with the emergency evacuation procedures and have regular fire drills. The setting has yet to start their own self-evaluation. The proprietor has implemented positive changes to the setting and the daily routine and has a clear vision for the future. They have identified their strengths and areas for improvement.

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

Children are happy and settled. They interact well with each other and the staff. The younger children enjoy the interaction with older children. They have a balance of adult-led and child-led activities. Children are encouraged to be involved in planning activities to support their individual interests. They enjoy craft activities using recycle materials to make projects that they can all be involved in. For example, a recent 'Doctor Who' project making models. They take a pride in their work and comment on what each other is doing. They enjoy playing games with members of staff who encourage them to learn it is fine to lose; it is the taking

part that is important and fun.

Children's work is displayed attractively around the room including photographs of them interacting in their play. Parents are encouraged to look at the displays when collecting their child and share their home news. Children receive praise and encouragement. The staff are consistent with how they deal with behaviour management; children listen to instructions and behave well. The children have been involved in drawing up their own 'code of conduct' and identified what they expect from each other. They are reminded to respect each other, to share and take turns, and not to shout. Children are confident to talk to visitors and encouraged to develop their own self-esteem.

The staff are increasing their knowledge in the EYFS to support children in their progress towards the early learning goals in all areas of learning. Observations and assessments have still to be developed to fully support their planning and children's next stage of learning. They provide a varied range of play opportunities as well as time for free play. Children learn problem solving playing games, and use numbers in everyday situations. They have cooking activities and go to the shops to buy the groceries. Children's language and literacy is encouraged. They learn to recognise their names on the registration board and the sounds of the letters. They enjoy stories, action songs and using musical instruments. They learn their colours as they play and volume when playing with water. They enjoy role play in the home corner. Children have access to computers. The time spent on them is limited to ensure they participate in other activities and give each other equal opportunities.

Children have healthy meals provided which are cooked on the premises and are well presented. Their dietary needs are known and catered for well including specific diets to support vegetarians or children's religion. They have a varied nutritious menu. They are encouraged to try foods that are new to them and to eat their fruit and vegetables which are plentiful. Children eat heartily and ask for seconds. The staff sit and have their meal with the children. Meal times are very social occasions for the children and are used to promote children's understanding of healthy eating and good social skills. Children learn the importance of self-care from a young age. Children have the opportunities for physical activities in the room with access to the ball pool area with slide. They have regular visits to local parks and the beach, where they learn about the changing seasons and the environment. They learn about keeping themselves safe when playing in the ball pool and on the slide and during outings. For example, they learn the 'Green Cross Code' and about 'stranger danger'.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

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

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

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met