



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 321586

DfES Number: 521466

INSPECTION DETAILS

Inspection Date 20/09/2004
Inspector Name Rosemary Beyer

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Phoenix Pre-School/Under 5's
Setting Address Park Grove Primary School
Dudley Street, The Groves
York
North Yorkshire
YO31 8LP

REGISTERED PROVIDER DETAILS

Name The Committee of Phoenix Pre-School/Under 5's 1028258

ORGANISATION DETAILS

Name Phoenix Pre-School/Under 5's
Address Park Grove Primary School
Dudley Street, The Groves
York
North Yorkshire
YO31 8LP

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Phoenix Pre-School has been registered since 1998. It is a committee run group which operates from the Phoenix room in Park Grove School in York. The group is close to the local amenities and serves the local community but also has children attending from further afield in the city.

The group is registered for 20 children, and currently has 40 children from 3 to 5 years on the roll. This includes 17 funded three-year olds and 12 funded four-year olds. Children attend for a variety of sessions. The rising 5 group has contact with the reception class on a regular basis. No children with special needs are attending at present although systems are in place to support them, and the premises have been adapted. The group currently supports several children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 until 11:45 and on Tuesdays from 12:45 until 15:15. It has the use of a large playroom, a kitchen and cloakroom. The children also have access to the playground, a grassed play area and a wildlife garden.

Six part time staff work with the children, four have appropriate childcare qualifications and two are working towards them. Some staff have been with the group for several years. Parents are able to help at sessions through the rota and support the group through membership of the committee.

The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

Phoenix Pre-School is part of a partnership between the Salvation Army, Kaleidoscope Day Nursery and Park Grove School.

How good is the Day Care?

Phoenix Pre-school provides good care for all the children who attend. The well

qualified, experienced staff support them in their play and learning.

The staff take their safety responsibilities seriously, ensuring the premises are safe, and providing the children with opportunities to learn about good hygiene and health. There are policies in place to ensure the children are protected, however the policy should include the non supervision of children by unvetted persons.

Staff have experience of caring for children with special needs, have systems in place to support them and are aware of the Code of Practice.

Staff provide a wide range of toys, resources and equipment to meet the learning needs of all the children. Activities are adapted to suit their development and the Foundation Stage areas of learning. Systems are in place to support those children with English as an additional language. All children are included and treated as individuals.

Parents are very satisfied with the care their children receive. They like the atmosphere and feel included in the care and education through the rota system and the committee. They value the information about the activities and topics to be undertaken.

What has improved since the last inspection?

At the last inspection a number of actions were raised relating to organisation and documentation. Procedures are in place to ensure staff are appointed through an agreed vetting and clearance system, registration of children and staff is completed and visitors are recorded, and appropriate policies and procedures are in place for medication, behaviour and complaints, which are available for parents.

What is being done well?

- Staff work well as a team, and through their planning provide a wide range of interesting and stimulating activities for the children, whatever their stage of development, to promote their learning and new skills.
- Staff have good relationships with the children, know most of them well and enjoy their company. They spend their time talking, playing and reading with them to help them learn. Most of the children are settled, leaving their carers without concern, for new ones the leaving is dealt with patiently, giving the child attention and support.
- The staff meet the individual needs of the children, supporting their emotional, social and educational development. They help them to develop independence, confidence and concentration.
- The children behave well. Staff provide good role models and the children are developing good manners, learning to take turns and co operate. They respond well to guidance and praise, taking part in activities and clearing up afterwards.
- Relationships with parents are good, staff and parents working together to

ensure the children's needs are met. Parents ensure staff are aware of any concerns the children may have and what has happened at home, which may affect the child.

What needs to be improved?

- the policies and procedures relating to unvetted persons.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure the policies include the details of the procedures to be followed when unvetted persons are present i.e. unvetted persons have no unsupervised access to children.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Phoenix Preschool provides very good quality nursery education, where children are making very good progress towards the early learning goals in all areas.

The quality of teaching is very good, and the planning and assessment ensures all areas of learning are covered. A wide range of resources and equipment is available, most of which the children can access themselves. Staff have a very good understanding of the Foundation Stage. Through monitoring and observing the children's progress, they ensure the children are developing appropriately, that any concerns can be addressed and future planning supports their learning needs.

Systems are in place for children with special needs which reflect the Code of Practice, and staff have experience of supporting children and their families to help them learn and develop.

Children with English as an additional language are welcome in the group, and staff help them to settle and learn.

The leadership and management of the setting is very good, with the staff and committee working closely to ensure the children's learning needs are met. Staff are encouraged to undertake training to further their personal development.

Partnerships with parents are very good and help children to progress. Information for parents is clear, with policies and procedures readily available. Planning and activity details are also available with parents welcome to become involved, by assisting with activities or providing resources for use in the topics to be undertaken. Staff value their support and ensure they have opportunities to discuss their children's progress with key workers.

What is being done well?

- Staff have high expectations of the children, who behave very well. They encourage them to become independent, and develop confidence and concentration. Children are able to use their creative skills freely and with little interference, which ensures their imaginations can develop.
- The environment provided for the children is interesting, stimulating and enthusiastic, with opportunities for them to learn with guidance or to learn independently. The children are keen to develop new skills and are able to make suggestions to move on activities by the provision of resources or materials.
- Staff work together as a team, providing a positive environment in which children feel comfortable, settled and valued. They use the premises and outside areas well to provide access to different learning experiences during

the sessions, with the visits to the Reception Class helping a smooth transition from playgroup to school.

- Relationships with parents and carers are very good. Information about the setting and the activities is available, of good quality and parents feel involved with their child's learning.

What needs to be improved?

- more opportunities for the children to use natural materials to develop their design and construction skills

What has improved since the last inspection?

Very good progress has been made in providing information for parents and the planning has been developed to ensure all areas of learning are covered.

Very good use is made of the outside area to provide opportunities to develop gross motor skills and physical development.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are settled, confident and developing independence. They are able to take responsibility for their own personal care. Children's behaviour is very good. Most are able to negotiate, take turns and know right from wrong. They show concern for each other, relate well together and with staff, and are aware of appropriate behaviour. The children are interested, enthusiastic and keen to learn. They are starting to concentrate well and persevere until they complete tasks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children are keen to engage in conversation whether with staff, visitors or their peers. They listen well to guidance and respond well to questions and instructions, allowing others to speak without interruption. The children are confident in expressing their feelings through role play and discussion. They enjoy stories and books, using them correctly and anticipating what will happen. Their writing skills and mark making are developing well, and all recognise their names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use counting during general activities and singing and rhyme time which helps to support their understanding of number. They use mathematical language and comparison in their play, such as big, small, less, more, when describing amounts in sand, water etc. They are also learning to recognise simple shapes and can discuss the differences. Some children can use mathematical ideas to solve problems such as ensuring the tower will balance and not fall over.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children are interested in the natural world, enjoy visits to the wildlife garden and the related topics, such as frogs and mini beasts. They are also developing an interest in the wider world, through topics about foods, festivals and crafts from other cultures, and the comparison with home. Holidays have been used to promote the discussion of different lifestyles and environments. The tape recorder and computer are used to increase an awareness of information technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The children move around safely and with confidence both inside and out. There are opportunities to develop balancing skills on the large equipment and ball control, outside on the playground or in the garden. They are developing their fine motor skills when using a range of tools, including art and craft tools, mark making implements, and when using malleable materials such as clay and play dough.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The children are able to develop their imaginations in role play activities including the home corner and dressing up. They enjoy stories, drawing, painting and model making with a range of materials including clay. They are aware of different shapes and are starting to mix different colours. Children are able to be creative with support but little interference, so are rightly proud of their creations. They enjoy music, sing songs from memory and like to listen to recordings of their songs.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the opportunities for the children to use natural resources to develop design and construction skills.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.