



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 130708

DfES Number: 594801

INSPECTION DETAILS

Inspection Date	20/09/2004
Inspector Name	Fran Fielder

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Phoenix Nursery
Setting Address	Phoenix Residency Halls Flat 2, Block E, Southover Street Brighton East Sussex BN2 9WN

REGISTERED PROVIDER DETAILS

Name	University of Brighton
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ORGANISATION DETAILS

Name	University of Brighton
Address	Student Services, The Manor House Moulsecomb Place, Lewes Road Brighton East Sussex BN2 4GA

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 Nursery opened in 1998. It operates from a ground floor flat in the halls of residence for students attending courses at the university. The nursery is close to Brighton city centre. There are three rooms used by the children. There are suitable toilet facilities and a fully enclosed outdoor play area. There are separate staff facilities and an office. The nursery caters for children of staff and students at the university.

There are currently 18 children, aged from 2 to 4 years, on roll. This includes 10 funded three year olds. There are currently no funded four years olds on roll. The setting makes provision for children with special needs and supports a number of children who speak English as an additional language.

The nursery opens five days a week for 45 weeks. Monday, Tuesday and Thursday from 08.30 until 17.15, Wednesday from 08.30 until 16.00 and Friday from 08.30 until 17.00. Children mainly attend on a full time basis.

There are five members of staff who work with the children. Four have a recognised early years qualification and one is on a training programme. Four members of staff hold a current first aid certificate. The setting receives support from a mentor/advisor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Phoenix Nursery provides good quality care for children.

Staff create a welcoming and stimulating environment where children can play in safety and comfort. Effective use of space, including the outdoor play area, allows children to move freely from one activity to another. There is a good induction programme that ensures all new staff quickly learn the routines and procedures for the provision. All documentation is in place but the registration system does not clearly record times of attendance.

Entry to the provision is carefully monitored and staff are vigilant when children are playing out of doors. Staff have a good knowledge of child protection issues and act appropriately if they have concerns. Staff observe good hygiene practice and teach children the importance of this through the daily routine. Children do not have total privacy when using the toilet. Staff encourage children to develop good eating habits by providing healthy snacks. The provision for children with special needs and for those who speak English as an additional language is good. Many resources reflect positive images of culture, gender and ethnicity and sufficient reflect disability.

Staff are good role models. They build warm relationships with the children. Staff teach children to value and respect each other. Staff plan a wide and interesting range of games and activities that promote all areas of learning. Children's behaviour is good and they respond well to constant praise and encouragement from staff.

Parents receive detailed information regarding the provision. The prospectus includes all policies and procedures and gives good information about the foundation stage of learning. The good communication between staff and parents ensures children are cared for according to parents' wishes.

What has improved since the last inspection?

Not applicable

What is being done well?

- Children are happy, relaxed and secure. There are good relationships between adults and children. The highly experienced staff know the children well and ensure individual needs are met.
- Staff organise the space well and ensure all resources are easily accessible. The outdoor play area is used effectively throughout the year giving children plenty of opportunity for physical play and outdoor activities such as gardening.
- Parents receive plenty of relevant information regarding the provision and their children's development. Staff work closely with parents to ensure good quality care for the children. Regular feedback informs parents about their children's development and the provision.
- A good recruitment and induction programme supports new staff. A strong commitment to training ensures staff are well equipped to care for children of all ages.

What needs to be improved?

- the registration system
- children's privacy when using the toilet

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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 registration system clearly show times of attendance
4	ensure children have sufficient privacy when using the toilet

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

How effective is the nursery education?

The provision for nursery education at Phoenix Nursery is acceptable and of high quality. Children are making very good progress towards all the early learning goals. They are confident, eager to learn, and participate enthusiastically in the wide range of interesting activities provided.

The quality of teaching is very good and staff interaction with the children is excellent. The staff have a secure knowledge of the Foundation Stage. They provide a well balanced and stimulating curriculum which covers all areas of learning. The planning is effective although the short term plans lack detail. There is an effective observation system in place which is used to assess the children's progress and informally to plan the next steps for learning. There is a broad range of resources which staff use well to support children's learning and promote their independence. Staff provide a stimulating environment for the children both indoors and outdoors. Staff are supportive and build positive, caring relationships with the children. They are good role models and have high expectations of children's behaviour. Staff are skilled at developing children's language.

The leadership and management of the setting is very good. The manager has developed a staff team who are very keen and enthusiastic. They work well together and have a collaborative approach to their work. They show commitment to improving their knowledge and practices. They regularly monitor and evaluate the effectiveness of their provision. Ongoing training and staff development is encouraged.

The partnership with parents and carers is very good. Parents are given a wide variety of helpful information about the group's activities, topics, and routines. They are welcome in the group and spend time talking informally to staff about their children. Parents are kept well informed about their child's progress and are able to contribute to their child's learning and assessment.

What is being done well?

- Staff's clear understanding of the early learning goals leads to well planned and organised activities which engage and sustain children's interests. The staff create imaginative and fun play situations. They also provide a wide range of stimulating activities where children explore the natural world.
- Staff are very good at developing language; they value what children say and do; effectively model and reinforce language; and encourage children to listen to others. They use very good questioning techniques to encourage children to think about what they are doing and to talk about their experiences.
- The group has an exceptional range of very good quality resources which are

used effectively to promote children's learning. These resources are well organised and labelled very effectively which encourages children's independence and word recognition. The attractive displays are also used well to reinforce children's learning.

- The outdoor area is used effectively as an extension of the learning environment for children. The staff also make good use of the local environment to promote children's learning. Various trips are carried out where children are encouraged to find out about the world around them.
- Children's independence is actively promoted in a variety of everyday situations including hand washing, serving snacks, and tidying up.

What needs to be improved?

- the short term plans, to include more detail to show how activities can be adjusted to take into account children working at different rates and levels.

What has improved since the last inspection?

Since the last inspection the setting no longer uses play plans for the children so the point for consideration is no longer relevant. There is a new system in place where staff keep a record of which children have taken part in an activity to ensure that all children have the same opportunities. They regularly discuss individual children's development and use the activities to ensure that needs are met. As necessary the staff plan and provide additional activities for specific children to encourage their development.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children arrive happily and quickly involve themselves in activities already laid out. Children are very confident and demonstrate trust by approaching adults for support. They concentrate well on self-chosen and adult led activities. They work well on their own and with others. Children relate well to adults and peers. Children are very independent and see to their own personal needs. They are learning to share and take turns. Children behave well and respond to the praise and encouragement.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's spoken language is developing very well. They show increasing confidence in speaking at group times. They are learning about different ways to communicate such as sign language. They are learning new vocabulary and express their ideas confidently. Children enjoy books and listen avidly to stories. The print rich environment helps children understand that print carries meaning. Children enjoy writing for a wide variety of purposes and show good hand and eye co-ordination.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn to use numbers and mathematical language through a range of well planned, practical activities and everyday situations. They are developing good counting skills. Several children are able to recognise numerals. Children are developing a good understanding of simple calculation particularly through songs and number rhymes. There are numerous opportunities for children to explore shape, space, and measurement.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy exploring an extensive range of natural and man made objects and materials. They regularly use their senses to investigate and experiment. They show increasing skills at designing and constructing models. Children confidently use everyday technology and have regular access to a computer. They talk knowledgeably about past and present events in their own lives. They are developing a good sense of time. Children learn about other cultures and the local environment.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and safely. They have many opportunities to develop good co-ordination through a variety of indoor and outdoor activities. They learn to negotiate space and manoeuvre ride on toys. Their fine motor skills are developing well and they handle small tools confidently. They learn about healthy eating and the changes in their bodies through planned topics. They enjoy music and movement activities, joining in enthusiastically.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children take part in an interesting range of craft activities that promote imagination and creativity. They enjoy experimenting with different paints and malleable materials. They respond to new experiences using their senses. They explore sound by making music with instruments and voices. They sing with enthusiasm and have a wide repertoire of songs. They express themselves freely during role-play and enjoy acting out familiar scenarios. Children are encouraged to create their own stories.

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 short term planning, to include extension of activities to cater for differing abilities and differentiation to ensure individual children are appropriately challenged.

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.