



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 403445

DfES Number: 542295

### INSPECTION DETAILS

Inspection Date 16/07/2004  
Inspector Name Anita Bartram

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Phoenix Day Nursery Ltd  
Setting Address Merrymeade Coach House  
Merrymeade Chase  
Sawyers Hill Lane, Brentwood  
Essex  
CM15 9BG

### REGISTERED PROVIDER DETAILS

Name Phoenix Day Nursery Ltd. 4206136

### ORGANISATION DETAILS

Name Phoenix Day Nursery Ltd.  
Address Merrymeade Coach House  
Merrymeade Chase  
Sawyers Hill Lane, Brentwood  
Essex  
CM15 9BG

## 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 Day Nursery opened in 2001. It operates from a converted coach house in central Brentwood. The nursery serves the local and wider area.

There are currently 195 children from 3 months to 5 years on roll. This includes 35 funded three year olds and 15 funded four year olds. Children attend for a variety of sessions. The setting supports a small number of children who have special needs or who have English as an additional language.

The group opens 5 days a week all year. The nursery opens from 07.45 until 17.45. Morning sessions are from 07.45 until 13.00. Afternoon sessions are from 13.00 until 17.45. Children can stay for the full day.

There are 23 full-time and 5 part-time staff who work with the children. All the staff have an early years qualification to NVQ level 3, with the exception of two staff who have a level 2 qualification, one of which is currently working towards a level 3 qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP)

### How good is the Day Care?

Phoenix Day Nursery provides good care for children.

The organisation of the setting is excellent and staff are deployed effectively to work directly with the children. Staff ensure a warm and welcoming environment through posters on display, notices and well-prepared activities. There is a wide and high quality range of resources that are planned well to cover all areas of the children's learning. All documentation is in place.

The staff provide a very secure environment for the children. All staff are aware of the children's safety and measures are stringently in place to minimise hazards to children. Most staff have current first aid certificates. Children are able to try a variety of fresh and nutritious foods at meal and snack times and staff use this time

to extend the children's language and independence skills. All staff are very aware of their child protection responsibilities.

Staff provide a very caring environment where children's individual needs are considered well. Staff follow very effective working practices to meet the specific needs of children with special educational needs. There is a wide range of resources to promote positive images of diversity to children. Staff have good plans in place to provide children with meaningful activities to cover the foundation stage curriculum and the birth to three matters framework. Children play purposefully and co-operatively. Their behaviour is very good, they appreciate right from wrong and staff have a good understanding of the reasons behind children's unwanted behaviour.

Staff are readily available to speak with parents at either end of the day. Parents are actively invited to make suggestions and comments to senior staff, who are receptive and keen to work in partnership with parents. Parents can ask to see their child's development records at any time.

#### **What has improved since the last inspection?**

At the last inspection, the provider agreed to ensure that the person in charge has a level three qualification. With the exception of one member of staff, all have a level three qualification. The person-in-charge and deputy have a level three qualification and a substantial amount of experience.

The low level glass in the garden doors of the Caterpillar room have been covered with safety film. The upstairs windows have now had safety catches and restrictors fitted to them.

#### **What is being done well?**

- The registered provider has high expectations of staff to continue and increase their child care skills and knowledge. Training is actively promoted and staff are encouraged to implement what they have learnt into their care practice. This has a significantly positive impact on staff morale and motivation and consequently the quality of care offered to the children.
- The toys and equipment provided for all ages of children are of high quality. Toys are in good repair, clean and have a meaningful purpose in helping the children play and learn. The garden area is being developed further to enhance the opportunities for children to learn in a more open environment.
- Staff know the babies and children very well. Staff in the baby room are warm and responsive. They are confident in their care of the babies and plan stimulating activities and experiences for them. For example, babies crawl over to the large wooden basket to pick out sensory and tactile objects made from different materials or choose toys from low level shelving.
- The premises are very safe and secure. Senior staff monitor visitors to the nursery through a CCTV entry system. Parents are actively alerted to the security risk of holding the entrance door open for other people to follow them

in. There are also CCTV cameras in all the children's rooms. There is a well thought out fire evacuation procedure giving good consideration to the evacuation of sleeping babies or children.

- The full-time cook provides fresh and nutritious foods. The management strive as far as possible to provide organic foods and milk. Weaning food for babies is fresh and nutritious. Water is always available to the children and babies' beakers are kept out of reach but in their sight, so they can communicate to staff that they would like a drink.
- Staff are very aware of individual children's allergies. Room books are kept to hand in each room with a photograph and written details of every child who has an allergy.

#### **What needs to be improved?**

- the access parents have to their child's development records

#### **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
12	Provide more ready opportunities for parents to be involved in recording their children's progress.

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

### How effective is the nursery education?

Provision for nursery education at Phoenix Day Nursery is high quality. It enables children to make very good progress in all six areas of learning.

The quality of teaching is very good. Staff have a thorough understanding of the foundation stage and use their knowledge effectively to provide a valuable learning environment. There is a strong emphasis on purposeful learning through play, with very good use made of activities such as sand and water. Staff monitor children's progress through observations, and use this information to plan suitable learning outcomes for children based upon what they know and can do. Planning identifies how staff meet differing children's needs. Staff ask children open-ended questions to extend their learning although do not always seize everyday opportunities to develop children's early writing skills.

Staff are consistent and positive in managing children's behaviour, resulting in very little unwanted behaviour and a calm and purposeful atmosphere. Staff interact professionally and purposefully with the children. They are aware of children's different personalities and are valuable role models for children's personal, social and emotional development.

The leadership and management of the nursery is strong and progressive. The registered provider has an effective staffing structure in place. All staff have level three qualifications and are expected to develop professionally. This is monitored through an appraisal system and clear line management. The nursery is continuing to evolve and the registered provider is fully committed to building upon the already high quality provision.

Partnership with parents is very good. Staff appropriately involve parents to reviewing individual educational plans for children with special educational needs. Newsletters keep parents informed of operational issues and regular parents' evenings give parents quality time to talk to their child's key worker and see development records

### What is being done well?

- Staff management of children's behaviour is consistent and positive. This reflects in secure and calm children who know the boundaries and rules of the group. Children use sand timers themselves to organise who's turn it is and seek help from staff to resolve disputes.
- The support for children with special educational needs is sensitive and fully involves parents. Staff have a sound working knowledge of the code of practice for special educational needs and have systems in place to follow a graduated response in supporting the child.

- Senior management and Busy Bees and Rising Fives room staff have a good understanding of the foundation stage curriculum and the principles behind it. Valuable core activities and equipment such as sand, water, construction and role-play are purposefully planned for. This allows children to consolidate new skills and enhance their knowledge of such concepts as capacity, measurement, balance and sequencing.
- The leadership of the nursery is instrumental in the high quality provision. Resources are in good supply, of high quality and have a purpose behind them. A clear staffing structure and effective support to continue their professional development means staff moral is high and staff carry out their roles and responsibilities rigorously.

#### **What needs to be improved?**

- the staff's readiness to seize opportunities to extend children's awareness of letters during their everyday play activities

#### **What has improved since the last inspection?**

not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very aware of rules and boundaries. They use sand timers to take turns fairly, and co-operatively organise their play together. Children have very positive relationships with both each other and staff. Older children seek special friends to play with and younger children use staff appropriately for support and reassurance. Children concentrate well. They persevere at their chosen activity for substantial amounts of time to complete their model, painting or construction.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children take great enjoyment from books and stories. They sit alone 'reading' to themselves, using book language and carefully turning pages. They eagerly ask staff to read stories and sit in small groups listening attentively. Children's language skills are well developed. They use speech to ask questions, describe what they are doing and to resolve disputes. Older children are beginning to use speech effectively to reflect and organise their thoughts and ideas and to think abstractly.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children enjoy using 3D shapes to build towers and models. They recognise the familiarity of these shapes in the world around them, such as blocks and tents. Children have a sound understanding of size. Younger children see the middle sized brick and use maths language such as big, small, heavy and full. All children willingly count and some older children count confidently beyond 10. Some more-able older children can add on one more in their head from a small total of objects in front of them.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are keen to learn and find out about things. They comment on changing patterns in the sand tray and delight in causing patterns on paper with a 'special tool'. Children appreciate the pattern in the day and predict what will happen next and why. They use the full-size computer purposefully and sensibly. They are skilled at manoeuvring the mouse and completing simple programmes. Children competently use the water, sand and paint tools to make changes to materials and models.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move freely with pleasure and confidence. They run, skip and jump with pleasure, laughing with friends. They enjoy valuable chasing games, dodging and moving quickly and with good control. Children's fine physical skills are progressing very well. They ably manipulate small equipment such as posting shapes, balancing 3D objects and mixing colours together with paints. The high quality provision of fresh foods enables children to learn healthy eating practices from an early age.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children's imaginative skills are excellent. They use props and actions to support their play. More-able children form small groups and incorporate sequences and narrative into their imaginative games. For example, they plan their game about going on holiday, pack bags, organise props such as teddies and then sit in line to go on the aeroplane. Children enjoy music and actions songs. They request favourite songs and eagerly sing as they march vigorously around the room to the beat.

**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:
- Increase staff's readiness to seize opportunities to extend children's awareness of letters during their everyday play activities

*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.*