

Phoenix Education Day Nursery

Inspection report for early years provision

Unique reference number EY411978
Inspection date 26/01/2011
Inspector Beryl Witheridge

Setting address H.E Services, Whitewall Road, Medway City Estate,
Rochester, Kent, ME2 4DZ
Telephone number 01634 717151
Email info@phoenixeducationdaynursery.co.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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

Phoenix Education Day Nursery opened in 2010 and operates from three main rooms plus an ancillary room and office in an adapted industrial unit. It is situated in the town of Rochester, Kent. A maximum of 70 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6.00pm for 51 weeks of the year. All children share access to secure enclosed outdoor play areas. There are currently 96 children aged from three months to under five years on roll. There are 10 children aged from four to 10 years attending the holiday club. Children aged three and four years receive funding for nursery education. This provision is registered on the Early Years Register and on both the Voluntary and Compulsory parts of the Childcare Register. Children come from a wide/ local catchment area.

The nursery employs eighteen. Of these, 17 staff including the manager hold appropriate early years qualifications. One member of staff is working towards a qualification and three others are upgrading theirs.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery recognises the unique needs of each child and works to support their learning and welfare. The partnerships between the setting, parents and other providers are fully established and help to ensure that the care and learning needs of the children are consistently met. Children's individual records are in place but do not contain all the required parental permissions. The nursery's capacity to maintain ongoing improvement is excellent. The strengths and weaknesses of the provision are clearly identified and priorities for future improvements are in place. The ongoing aims for continuous improvement help to promote effective outcomes for the children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- seek written parental authorisation for future emergency medical advice or treatment when children first attend (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)
- 25/02/2011

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

- ensure safeguarding procedures are in line with Local Safeguarding Children

Board guidance and procedures, and the contact details for Ofsted are up to date

- carry out the emergency evacuation procedures more often so that all children know how to protect themselves in an emergency

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively through the up-to-date knowledge of the staff to ensure their welfare is promoted at all times. Staff are aware of their roles and responsibilities; they understand the signs and symptoms of abuse and know what to do should they have any concerns. There is a written policy but this does not refer to the Local Safeguarding Children's Board. A full range of supporting guidance is accessible. These measures help to ensure that children's welfare remains the group's priority. Systems for recruitment and vetting are robust to ensure that all adults working with the children are suitable. Good use of risk assessment includes rigorous daily checks to ensure that children are safe at all times. Fire evacuation drills are carried out but these have not been done often enough to ensure that all children know and understand how to protect themselves in an emergency.

The management and the staff are all committed toward ongoing improvement in the nursery. The resources available to the children offer good choice and variety and new resources for outdoor play have been acquired. Effective staff deployment, regular staff meetings and training events help to ensure good quality provision for the children. Equality and diversity is embedded well into every day practice; positive images are displayed throughout the nursery and children have looked at different festivals and celebrations. The learning and development needs of each child are identified and addressed. The learning and play environment is welcoming and attractive to all children; children are cared for in age groups of birth to two years, two to three years, and three and four year olds but they are able to see each other and interact with each other due to the open plan nature of the premises.

The use of self-evaluation is outstanding and addresses all areas of the provision. Management, staff, parents and children have all been involved in looking at the strengths and areas for improvement. Recent improvements include the introduction of the Learning Resources Room, where children are able to sit quietly reading books, listen to music or play games which need real concentration such as board games and listening games, in a cosy environment. The improvements help to ensure effective benefits for the children. Future targets for improvement have been identified such as a sensory area, a cosier sleeping area for babies, a nature area in the garden to encourage more wildlife for the children to observe and improved information for parents regarding all aspects of the nursery.

Excellent partnerships are in place with other settings. They work closely together to share information and to exchange good working practices and ideas. Links with local schools are established to allow for a smooth transition when children leave the nursery. Children receive visits from people in the community who help them

such as a visit from a police officer.

The partnership with parents is good. They are provided with ongoing information about their children's experiences and progress, written information about the Early Years Foundation Stage and policies and procedures. Their views are continually sought through the questionnaires asking for their feedback and from the regular two-way flow of information between the staff and the parents. They receive a full verbal feedback each day about what their child is doing as well as being able to see their children's developmental records at any time as well as at the annual open evening. Parents of children in the baby room also receive a daily contact book. Parents are made to feel very welcome in the nursery and are invited to a variety of events throughout the year such as Summer Fun Day, Mother's Day, Father's Day, Tea Parties, Sports Day and Pre-school Leaver's Day. They feel very involved and included in all aspects of nursery life. Overall this helps to provide every child with excellent continuity of care and learning.

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

Children enjoy a varied and interesting range of play activities to support their progress towards the early learning goals. There is a clear and well understood system for recording what children do and achieve; these records follow children right through their time in the nursery. Staff plan for the children's individual next steps in their learning by using their observational assessments. Key staff are responsible for enabling children to reach their next steps as they know their key children well and can identify their learning styles and interests; but staff work very closely so they are all aware of children's needs and planning clearly indicates which activity is for which child. Plans provide for a variety of play and learning experiences using an interesting range of resources, such as using computer; which one child informed the inspector was his favourite activity when he was asked what he liked to do most when at nursery. Children enjoy sharing and using books which build upon their understanding of reading and they learn from the stories that staff read to them. Plans are based upon children's ideas, needs and interests. One child had visited Sea Life and was very eager to share the experience with the other children. So staff enabled them to make a picture of creatures they find in the sea. They then provided the children with a sea food tasting session where children were able to taste prawns, which they had to shell themselves, cockles, which they thought looked like little ducks, as well as mussels, winkles, and crab. It was an activity they thoroughly enjoyed and introduced children to lots of foods and flavours which they had not tried before. Staff ensure children are able to fully participate and enjoy their play by ensuring activities are developmentally appropriate and accessible to all children.

Children develop an awareness of their own health by enjoying opportunities to discuss the foods they eat and they learn the benefits of a balanced diet. All food is cooked on the premises using fresh ingredients, Children's dietary needs and preferences are recorded and used by staff preparing and serving food to ensure their health and safety. Children are encouraged to learn how fruit and vegetables

grow; they have grown potatoes, runner beans, tomatoes and strawberries. They were able to pick, wash and eat these as part of their healthy eating experience. There are secure systems in place to promote children's health such as the cleaning and checking routines which staff carry out.

Children have regular opportunities to enjoy outdoor play. There is a range of apparatus such as cars, scooters, climbing frame, see saw, play house and tree house that encourage vigorous physical activity. They also have soft play resources which they use indoors with hula hoops, bean bags, quoits and balls. The children have great fun balancing, throwing, catching and trying to make the hula hoops go round.

Children are very confident and outgoing. They enjoy their time here as staff recognise their skills and praise their achievements, displaying their work and encouraging their contributions. Children's relationships with each other reflect the good role models of the staff who value the children and treat them with respect. Children's behaviour is good and they play harmoniously together, enjoying opportunities to select from the toys and resources provided. Effective behaviour management procedures ensure that children are learning to develop responsibility for their actions. They play cooperatively together and respond well to praise and encouragement. This gives them the incentive to do well as they develop good levels of confidence and self-esteem. Overall, an inclusive and welcoming service is provided.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
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	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	2
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Safeguarding and promoting children's welfare) 25/02/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Safeguarding and promoting children's welfare) 25/02/2011