

Phoenix Nursery

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

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*.

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Description of the setting

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

The nursery is registered on the Early Years Register. A maximum of 20 children may attend at any one time and there are currently 27 children on roll attending a variety of session. The nursery makes provision for children with special educational needs and/or difficulties and is able to support children who speak English as an additional language.

The nursery opens five days a week for 45 weeks of the year, closing for a week during the Easter Holiday, two weeks at Christmas and the whole of August. Opening times are 8.30am to 5.30pm.

There are five members of staff who work with the children, all of whom hold a recognised early years qualification. The staff are also sometimes supported by cover staff, students and volunteers. The nursery is an accredited member of the Quality Improvement in Learning and Teaching (QUILTS) quality assurance scheme and receives funding for the provision of free early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their all-round development as a result of the attention given to identifying and addressing their individual needs. They are happy and settled in the safe, stimulating environment and develop an exceptionally strong sense of belonging, forming trusting relationships with the highly committed staff team. Systems and processes are generally well organised and effective self-evaluation supports the management and staff team to identify the strengths and weaknesses of the provision. Effective partnership working with parents, carers and other professionals ensures that children receive the coordinated support they need.

What steps need to be taken to improve provision further?

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

- extend further the systems in place to monitor children's progress to use the information gained from observations to more easily identify any gaps in

achievement

- review the amount of adult direction offered in some activities to ensure that this does not restrict children's creativity.

The effectiveness of leadership and management of the early years provision

Robust recruitment procedures along with clear and detailed policies ensure that children are effectively safeguarded. Risk assessments are undertaken to identify and minimise potential hazards both indoors and outdoors, enabling children to move around independently and safely. A designated member of staff coordinates the investigation and monitoring of child protection concerns and appropriate procedures are in place to support her in this role. Whilst all required records are maintained, the quality of some entries in the accident and medication records is inconsistent and does not always reflect the good practices in place.

Strong leadership and effective team working create a harmonious, efficient and positive environment. Children generally have good opportunities to explore and investigate their environment and select the activities they wish to take part in. There are some occasions when the amount of adult direction limits the encouragement children receive to make choices and decisions independently. This generally occurs when planning activities to produce wall displays or gifts to be taken home. There are also some times when the duration of activities involving the whole group is slightly too long for the concentration of some of the children. However, overall staff are very responsive to children's needs and successfully create an environment in which children are happy, settled and confident to express themselves. A good range of toys and resources are imaginatively presented to extend children's play and to act as props to reinforce their understanding.

Effective self-evaluation helps the nursery to identify the strengths and weaknesses of the service offered and to prioritise areas for development. The recent refurbishment of the outdoor area very successfully engages children's interest. Ongoing improvements are also being made to the arrangements for observing children and monitoring their progress. Most of the records used to demonstrate children's progress were not available at the time of inspection. However, effective use of resources, adult support and observational assessment, help them to progress well overall. The nursery has yet to implement a system to use the information gathered in order to easily identify gaps in the achievement of children throughout the group as a whole.

The nursery is committed to providing an inclusive environment and appropriate strategies are in place to support children and families who speak English as an additional language. Resources and images are provided to encourage children to develop an understanding and respect for diversity and activities are planned to reflect festivals and special days with relevance to the children attending. One member of staff takes lead responsibility for coordinating the care of children with special educational needs and/or disabilities and has attended training to support her in this role. Good arrangements are also in place to involve other professionals

where appropriate. Staff are also experienced at working with a range of professionals to share information with other childcare providers involved in delivering the Early Years Foundation Stage to the children and to ease their transition into school.

Parents and carers openly express their great appreciation of the staff and praise all aspects of the service provided. They receive a very friendly greeting as they arrive to deliver and collect their children and are provided with a range of written information including regular newsletters. Notice boards also display certificates and other up-to-date information.

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

Children demonstrate an extremely strong sense of security in the setting. They form wonderfully positive relationships with their trusted adults, treating them as friends to play with as well as sources of reassurance and support when they want attention or just a cuddle. Children also demonstrate an extremely good understanding of their own personal safety. They very confidently negotiate the challenging climbing equipment and move safely and sensibly around the nursery, reminding each other to be careful when stepping over small toys.

Children thoroughly enjoy their time in the nursery and are progressing well in all areas of their development. They make very good use of the outdoor area to take part in a full range of activities. In addition to engaging in a variety of physical games, they build towers, draw pictures and devise extremely imaginative role play games including fire breathing dragons. Their knowledge and understanding of the wider world is evident through their discussions, for example, explaining how a strawberry picked on a farm is boiled with sugar to make jam.

Children are delightfully charming and beautifully behaved. They are developing excellent social skills and are also given support to understand the importance of being environmentally responsible by becoming involved in recycling their rubbish. These skills, along with their high levels of achievement, help to ensure that children are well prepared to face the challenges of the future.

Children learn about the importance of following healthy lifestyles, playing in a hygienic environment and routinely washing their hands before sitting down to eat. They are also developing good self-care skills, for example, they are becoming very independent in their toileting. Nutritious snacks and meals are provided and children have constant access to drinks.

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	2

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	2
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	2
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
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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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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