

The Phoenix Centre

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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*.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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Description of the setting

The Phoenix Centre was registered in 2003. It operates from a building located in the centre of St. Mary's Park in the Prestwich area of Bury. The setting is run by a committee. It is open Monday to Friday from 7.30am to 9am and from 3.30pm to 6pm, during term time only. A collection service is provided for children attending three local schools; St. Mary's, Our Lady of Grace and St. Hilda's. Children have access to the main hall, the community room, the computer suite and the toilets. The group uses the local park grounds for outdoor play.

The setting is registered to provide care for a maximum of 24 children under the age of eight years at any one time. There are currently 71 children on roll, 12 of whom are in the early years age group. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities.

Nine staff are employed at the provision, four of whom hold an appropriate childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

A welcoming and effective service is provided for children as the staff team work well together to provide a stimulating and enjoyable environment. Children are making good progress in their learning and development as their needs are met through observations and identified next steps for development. All required documentation is available, however, this is not well organised or reviewed regularly. Partnerships with the local schools are strong, which means the children are offered continuity of learning experiences. Partnerships with parents are established, however, they are not included in their children's learning and development. The management team are aware of their strengths and weaknesses and are working towards continued improvements.

What steps need to be taken to improve provision further?

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

- extend opportunities for children to participate in physical activity on a daily basis, with particular reference to outdoor play
- improve documentation to ensure that it is kept up to date at all times
- develop further observations and planning in order to promote the children's learning and development
- improve the exchange of information with parents to involve them more in children's initial and ongoing assessments of their learning and development.

The effectiveness of leadership and management of the early years provision

The manager and staff have a good understanding of safeguarding and their responsibilities if they have a concern about a child's welfare. A clear child protection policy, which includes information on procedures relating to allegations made against staff, is shared with the team to keep them informed of their responsibilities. Children are further safeguarded as there are clear systems in place for vetting staff and ensuring their ongoing suitability to work with children. Detailed risk assessments are in place for all aspects of the provision, including the walk from school, to ensure safety is continually monitored and reviewed. Children are further protected as fire drills are practised regularly, which ensures children understand what to do should they need to evacuate the premises. Required documentation is in place; however, not all information is current, which affects the organisation of the files and the information shared with parents and carers.

The setting is welcoming to the children as the staff have spent time preparing resources and areas prior to their arrival. Display areas contain information for parents and children. Children's creative work is displayed around the building, promoting their sense of belonging and contributing to their ownership of the provision. For example, a display based on children's rules has been developed. This interactive display allows children to identify their behaviour and gain a reward for trying hard. As a result, children's behaviour is positive, they are respectful and well mannered, building on their skills for the future.

The manager uses questionnaires from parents and carers, along with regular staff meetings, to monitor the setting and identify ways in which to further improve. The manager and deputy are motivated and have a clear understanding of how they can develop the provision further, for example, they are currently working on a long-term plan for continued support from the local authority in order to maintain the service offered to children.

Relationships with parents are positive and they are verbally given information about their child's session at the setting. Parents receive information about the setting through discussion prior to their child attending, and policies and procedures are available on request. Parents are very complimentary about the setting, stating their children are safe, happy and enjoy their time there. However, parents are not included in the learning and development of their child, and Early Years Foundation Stage information is not shared with them. This means that parents' views are not taken into account in regard to their child's learning. Good relationships with the children's schools have been developed and information is shared about the children's learning which support their development. Regular conversations with the schools ensure that learning is shared and achievements acknowledged. This means the children are settled in well and enjoy their experiences.

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

The staff at the provision are working hard to deliver the learning and development requirements through meaningful play experiences. Children enjoy attending the setting and they are happy and confident in their environment. They are free to choose from the activities available, and as such become independent learners. Observations are regularly carried out to monitor children's learning, and next steps for development are identified to ensure children's progression in the six areas of learning. However, children's starting points are not clear and parents are not involved within this process. As a result, a clear picture of the child's journey of development is not maintained. Staff are deployed well to support children's fun, learning and enjoyment, and a good level of adult-led and child-led activities is in place. A weekly planner identifies next steps activities, while all other activities are freely chosen by the children, with full engagement from a motivated staff team.

Children have access to computers and also use a variety of consoles; this means their understanding of technology is being developed. They learn about the wider world through the celebration of events and festivals, such as Chinese New Year and Valentine's Day. Children participate in craft activities to support this learning, for example, they investigate countries in order to create flags for the Olympic games. Creativity is further developed by the use of varying media.

The children are currently participating in sewing and embroidery, which are developing their skills in problem solving, reasoning and numeracy, and communication, language and literacy. Children participate in a good range of activities during the session and are confident to move freely around the building and speak with all staff. They are given the opportunity to interact with all children and age groups, and staff engage effectively with the children. For example, children enthusiastically discuss a planting activity idea with a member of staff and develop a plan in order to organise this activity. This promotes children's positive contribution and enjoyment. Children engage in games which challenge and support their knowledge, for example, a game of matching and identification is supported by staff and enables the children's problem solving skills to develop.

Children's health is promoted within the setting through good hygiene routines and the regular walk to the provision from school. Indoor physical activity is offered during the course of the week, which is directed by the children, for example, they are actively engaged in games of air hockey and table tennis. However, children are not given regular opportunities for outdoor play throughout the year. This means their physical activities are limited. Children have healthy choices at snack time, and fresh fruit and drinking water are offered throughout the session. The children learn to stay safe as they practise regular fire evacuations and are aware of how to stay safe on their walk from school.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

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	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Met

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

Met