

# Milecross Phoenix Children's Centre

Inspection report for early years provision

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**Unique reference number**

EY320664

**Inspection date**

04/04/2012

**Inspector**

Glenda Field

**Setting address**

Mile Cross Road, NORWICH, Norfolk, NR3 2LE

**Telephone number**

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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).

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**

Milecross Phoenix Children's Centre is a well-established group. There are three main play rooms which all have easy access to the enclosed outside play area. The project is situated on Mile Cross Road in Norwich and serves the families of the local and surrounding residential areas.

A creche operates flexible times to meet the needs of families needing this service, for example to enable them to attend training opportunities taking place at the centre. A play scheme is open for two weeks at Easter and for four weeks during the summer holidays four days a week from 10am to 12pm and then from 1.30pm to 3.30pm.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 12 children under eight years may attend the creche and a maximum of 50 aged three to eight years may attend the play scheme at any one time. There are currently 13 children on roll for the playscheme. of whom three are within the early years age range. Children over the age of eight years may also attend the playscheme.

Two qualified permanent members of staff are employed along with volunteers. A team of qualified bank staff are available when numbers of children attending dictate the need. The project caters for children with special educational needs and/or disabilities and children who speak English as an additional language.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and enjoy their time at the setting. Staff have a strong awareness of the Early Years Foundation Stage framework and as a result, children make good progress in their learning and development. Staff strive to offer an inclusive service where all children are valued and respected as individuals. Positive partnerships with parents have been established, ensuring children's individual needs are supported. Most policies and procedures are in place and implemented effectively to safeguard and promote children's safety and well-being.

Staff are friendly, enthusiastic and demonstrate a positive commitment towards the sustained and continuous improvement of the setting.

## **What steps need to be taken to improve provision further?**

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

- ensure that at the time of placement information about who has legal contact with the child; and who has parental responsibility for the child is obtained

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(Safeguarding and promoting children's welfare). (also applies to both parts of the Childcare Register)

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

- develop further the use of reflective practice to identify the settings strengths and priorities for improvement, that will improve the quality of the provision for all children, to include the views of all staff, parents and children.

## **The effectiveness of leadership and management of the early years provision**

Children are effectively safeguarded. Staff have a sound understanding of their roles and responsibilities while protecting children in their care. This includes their duty to record and report any concerns. The manager is the named person for safeguarding and has completed the relevant training. Effective procedures for the recruitment and vetting of staff are in place, together with procedures for the induction of new staff. Staff routinely verify the identity of all visitors and have a visitors book in place. Written fire evacuation procedures are in place and staff ensure that regular fire drills are completed. A risk assessment of the setting has been completed and staff complete daily safety checks, ensuring hazards to children are minimised. Staff are deployed appropriately during the sessions. On admission to the club all required documentation is completed which records children's individual needs, and as a result, children are cared for according to their parents' wishes. However, children's records do not identify who has legal contact and who has parental responsibility for the child. This is a breach of legal requirements which has limited impact on children's day-to-day safety.

The indoor learning environment allows children to move around freely with most resources being made accessible to the children thus giving them choice and independence. Staff are friendly, enthusiastic and work well together. They value each child's individuality and ensure that every child is fully included and integrated into the setting. The managers are aware of monitoring staff performance and have staff appraisal systems in place which are implemented effectively in order to ensure the continued professional development of all staff. Staff are committed to improving outcomes for children and demonstrate a positive attitude towards the sustained and continuous improvement of the club. However, systems for monitoring and evaluating the setting's strengths and areas for development are still developing.

Partnerships with parents and carers are good. Children benefit from relaxed relationships that have been established between their parents and staff. The daily exchange of information between staff and parents ensures that children's changing needs are consistently met. Parents receive information prior to their child's admission giving relevant information about the setting's playscheme. A parents' notice board ensures that parents and carers have access to information about the running of the group. For example, their registration and public liability

insurance certificates are displayed. Parents also have access to the setting's policies and procedures.

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

Children benefit from the staff's caring and friendly manner and from the staff's awareness of the Early Years Foundation Stage framework. Staff interact positively with the children and support them as they play, and as a result, children clearly enjoy attending the setting. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents.

Children play independently, alongside each other and in groups. They relish being in the fresh air, with opportunities for them to free flow between the indoor and outdoor areas when the weather permits. Staff know the children well. They observe and assess them as they play and use information gained to support their individual needs and interests. On arrival at the club children receive a warm welcome from staff and spend time relaxing and chatting with their friends. Children are aware of what equipment is available and confidently ask staff for help and support in setting up activities. One group of children engage in creating a farm complete with buildings, taking turns, sharing and cooperating well together. Others play with their friends in the imaginative play area or compete against each other at the snooker table. Children thoroughly enjoy art and craft activities. For example, at the creative table children sit happily together chatting as they design and make 'Easter Egg' collage pictures. They also enjoy a range of painting activities and other collage work. Children have opportunities to develop their physical skills. They enjoy visits to the bowling alley, children's soft play areas and playing football and rounders. Children have excellent opportunities to learn about their community and the wider world through beach trips, visits to the cinema, children's soft play areas, bowling alley and theme parks. Also, children have opportunities to experience rides on the narrow gauge railway.

Healthy eating is promoted successfully. Children engage in physical activities and access a wide range of healthy foods at snack time. They freely access drinking water throughout the session, ensuring they remain hydrated. Their understanding of good hygiene practices are reinforced throughout the session. Children learn to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, staff remind children how to use equipment safely and support them as they engage in regular emergency evacuation drills. They develop an understanding of diversity because staff encourage positive, open discussion about people's similarities and differences and as they engage in activities which support their learning. Children grow in confidence and self-esteem because they are treated with respect, and because staff give regular praise and encouragement.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2

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## 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 Register section of the report (Welfare of the children being cared for). 04/05/2012

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 Register element of the report (Welfare of the children being cared for). 04/05/2012