

# Kelloe Phoenix Centre

Kelloe Community Primary School, Front Street, KELLOE, County Durham, DH6 4PG

<b>Inspection date</b>	12/12/2012
Previous inspection date	30/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The successful key person system helps children form secure attachments and promotes their welfare, ensuring they have their individual needs met and progress well.
- Children's personal, social and emotional development is given high priority. Children are happy and confidently explore their environment, moving freely around the room and from inside to outside.
- The strong staff team have a secure understanding of the learning and development requirements, which they use to plan a wide range of activities and experiences for each child.
- Staff meet safeguarding and welfare requirements well for each child. Robust and rigorous policies and procedures are implemented which ensure that children are protected.

### It is not yet outstanding because

- Relationships with other early years settings and some elements of staff performance are not yet formalised to identify training needs and promote outcomes for children.
- Staff are currently in the process of implementing a system to allow them to successfully track children's progress through the early learning goals. However this information is not used to identify gaps in learning or to analyse the impact of the setting on their learning and development.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- During the inspection the inspector observed activities within all areas of the groups.
- The inspector met with the manager and discussed a range of subjects and looked at records and policies.
- The inspector talked with staff, children and parents.

## Inspector

Eileen Grimes

## Full Report

### Information about the setting

Kelloe Phoenix Centre was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operate from purpose-built premises in the Kelloe Community Primary School in the Kelloe area of Durham. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is a fully enclosed area available for outdoor play.

The nursery employs five members of childcare staff. All hold appropriate early years qualifications at level 3. They are supported by a qualified teacher who is also a director.

The nursery opens Monday to Friday all-year-round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 31 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- develop the leadership and management of the setting by formalising the systems for performance management and continuous professional development of staff, and by consolidating relationships with other early years providers
- develop the current system for tracking children to enable staff to clearly identify gaps in children's learning and to analyse the impact of the setting on children's progress.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children have great fun and participate in a wide range of activities that cover all areas of learning, help them make progress and reach the expected levels of development. Staff base all activities on children's interests, such as melting ice in the water tray and extending this to investigating frost when accessing outdoor play. Most activities throughout the day are based on child-led initiatives, with a few adult-led activities which children are able to access if they wish.

Staff consistently observe children and use this information to identify and plan for their next steps in learning. Staff within the group have an in-depth knowledge and understanding of each child who attends and are able to discuss their progress, and this is accurately reflected in children's 'learning journeys'. They have started to implement an effective tracking system although at present this is not used to identify gaps in learning or to analyse the impact of the group on outcomes for children. Staff encourage parental involvement in children's learning and development. They ask parents to record information at the time of entry on the child's profile as an indication of children's starting points in their learning so that their next steps can be accurately identified and planned for. Parents receive verbal feedback at the end of the session and can view their child's 'learning journey' at any time. Staff offer more formal meetings throughout the year, and operate an open-door policy. Consequently, parents are well informed about their child's

progress and are able to support their child's learning at home.

Children benefit from enthusiastic staff interaction which motivates them to learn. For example, they keenly wrap up in coats and hats to play outside. This supports their physical development and also their understanding of their bodies as children talk about getting cold and warm and how the weather has changed.

Children develop good communication and mathematical skills as they talk about what is happening using vocabulary, such as 'big' and 'high', as they measure the sand in buckets and build towers. Children's language is developed as staff engage freely with them, they comment about what is going on and ask lots of open-ended questions. Staff ensure that children have time to answer and reflect on what is said. Children's understanding and respect for books and reading is fostered extremely well within the setting. Staff engage all children in story time, consequently they are keen to sit and listen both at story time and spontaneously throughout the session. Children develop good self-care skills and independence; they are able to put aprons on for painting and attempt to put their coats on for outdoor play. Overall, they are developing a good range of skills to support their future learning.

### **The contribution of the early years provision to the well-being of children**

Children are settled and secure and develop strong bonds with their key person and the friendly and caring staff team. Secure settling-in arrangements mean children are able to separate from parents or carers confidently. They become increasingly independent in their personal care needs. They understand the need for hand washing before snack and confidently use the soap, water and paper towels to make sure that their hands are clean.

Staff are consistent in their high expectations with regards to children's behaviour, as they provide positive role models and create a calm environment. Children learn to share, take turns and consider the needs of others as they play, which helps them to build relationships. They consider the feelings of others as they talk about what makes them happy and sad, and how others feel. Children receive lots of praise and encouragement, which makes them feel proud of their achievements and encourages them to 'have a go'. Children's work is attractively displayed; they talk about their pictures of Jack Frost, which develops their sense of pride and self-esteem. Through playing with resources that positively reflect differences, they learn to respect and value diversity and consider the needs of individuals.

The nursery has strong links with the school, they work with the nursery on topics such as the nativity play. The group provides wrap-around care for children before and after school, so children are aware of friends within the school. This helps ease children's transition into mainstream school.

Staff are vigilant about safety. Risk assessments are completed and safety is monitored at all times. Children are encouraged to participate in risk assessing areas within the group. For example, they talk about playing outside and being careful when it is icy. They identify that some areas are more slippery than others, such as where the sun has or has not

been shining, this raises their awareness of how to keep themselves safe. The environment is very well maintained and positive practices are followed to support children's good health. Children enjoy healthy meals, snacks and drinks during the day. Indoor and outdoor play areas are used well to support children's learning and benefit children's health. Children explore all areas confidently, accessing toys of their choice from the very wide range available. There are quiet areas for rest and easily accessible toilet facilities, which enable children to become increasingly independent in managing their personal care needs.

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

Leadership is good and management is effective because the provision has a good understanding of the responsibilities in meeting the learning and development requirements. There is an accurate overview of the curriculum through close monitoring of the educational programmes and of the levels of delivery by individual staff. This means that the group offers a broad range of experiences to help children make good progress towards the early learning goals.

The basis of the teaching is good, as staff and management have a secure understanding of how children learn. Staff target individual children identified as being in need of support, such as with any additional needs. As a result, these children receive supportive intervention and close any gaps in their learning.

The leadership and management have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage, including arrangements for safeguarding and suitability. They implement these consistently to create an environment that is welcoming, safe and stimulating. There are clear procedures in place for safeguarding and designated persons have appropriate qualifications. All staff are fully aware of how to respond to any concern about a child. Staff implement all required policies and procedures well. Written risk assessments are detailed and frequently reviewed so that staff keep children safe, indoors, outdoors and on outings. All required documentation is effectively maintained, including the record of staff suitability. Management understands and carries out effective employment and vetting procedures in line with the safer recruitment guidance. Staff's performance and professional development through annual appraisals and regular informal discussions is undertaken by the manager. However, these are not recorded which limits their effectiveness, this means staff training needs are not identified. New staff are well supervised throughout their induction periods so that they successfully learn to adopt the setting's robust standards of teaching.

All staff are encouraged to attend relevant early years courses and best practice meetings, which are then cascaded to staff when back in the setting. Staff have completed a wealth of training since the last inspection. Self-evaluation is completed by all the staff, which encourages them to take ownership of the clear challenging targets for improvement.

Each child has free access to their learning journey and their key person sits with them

and talks about the photographs or pictures that they have created to find out how they felt about a particular activity, event or situation. Staff focus their planning and teaching on children's requirements and interests. Parents have a good platform to express their views through meetings, letters and through staff being available every day. Consequently, strong partnerships are developed with parents. The setting currently has informal arrangements for information sharing and partnership working with other providers and schools. These informal relationships, currently limit the effectiveness of the information shared. The group has also established good links with external agencies. As a result, there are good procedures to identify all children's needs and help them to make progress.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for

registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY369584
<b>Local authority</b>	Durham
<b>Inspection number</b>	821221
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	54
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Kelloe Phoenix Centre Ltd
<b>Date of previous inspection</b>	30/04/2009
<b>Telephone number</b>	0191 377 1739

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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