

Phoenix Childcare

21 Carlton Road, TORQUAY, TQ1 1NA

Inspection date	01/02/2013
Previous inspection date	19/11/2009

The quality and standards of the early years provision	This inspection:	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 staff operate an effective 'key person' system, so that children are confident, secure, happy and eager to learn.
- Staff support all children well in their learning and development, so they make good progress.
- Children learn through play happily because staff provide safe, stimulating and well-resourced play environments.
- Staff have a good partnership with parents, gaining useful information understand children's needs and keeping parents well informed of their children's progress.

It is not yet outstanding because

- Children are not always given opportunities to extend their own thoughts and ideas in creative activities as well as possible or able to select from the broadest range of materials.

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

- The inspector observed activities in the playroom.
- The inspector reviewed a sample of children's assessment records, planning, documentation and policies.
- The inspector talked with the manager, staff, students, some parents and children.
- The inspector reviewed relevant documentation including that relating to staff appointments, evaluation and some policies.
- The inspector and manager undertook a joint observation of an activity.

Inspector

Sally Hall

Full Report

Information about the setting

Phoenix Childcare registered in July 2009 and is privately owned. The nursery operates from its own premises in a residential area of Torquay in Devon. Children have use of one playroom and associated facilities. The nursery has no outside play space. Parks are located nearby. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It are open Monday to Friday all

year round from 7.30am to 6pm. These hours can be extended if required and care can also be provided on Saturdays. Children may stay all day or for either a morning or afternoon session. Care is also provided for older children before and after school, and during school holidays. There are currently 17 children on roll in the early years age group. The provider works with five members staff and is also the nursery manager. They all hold relevant childcare qualifications. The nursery receives funding to provide free early years education for children aged two, three and four years. The nursery supports children with special educational need 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:

- provide more opportunities for children to use their ideas and imaginations in creative activities, and extend the range of choice of resources and materials to select from, in order to promote the programme for the expressive arts and design better.

Inspection judgements

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

Staff plan an interesting range of activities to support children's individual interests. They plan effectively to support all areas of learning to enable all children to make good progress. Staff have a good rapport with them and interact well asking good questioning. They are skilful in not interrupting children's play, such as when acting out the story of 'Goldilocks and the three bears' and chatting with their friends. Children are given time to develop their independence and make choices of what they want to do and play with. They concentrate well at their chosen tasks and comment on what each other is doing. When playing in the 'office' they talk with each other about the letters they recognise on the keyboards and then write them on paper, practising useful skills for their future lives. Children enjoy stories and to retell their favourites. They are encouraged to borrow books to take home. This system enables them to share favourite ones with their parents. Staff plan craft activities linked to the story and children enjoy using paints and mixing colours to paint related pictures. On occasion, they are not given sufficient time to express their ideas fully or to choose from a wider range of resources and materials, to complete creations to their own satisfaction. Children enjoy singing, including the 'welcome song': they, eagerly participate in 'action songs' and request their favourites. They communicate well, showing good language and communication skills such as when confidently sharing their home news..

Staff provide interesting practical activities to help children learn about basic mathematical ideas, such as capacity. Children enjoy water play and experimenting with different materials, such as filling a sponge with water and squeezing it into a cup. They show their new skills as they count how many times they need to do it before it is full. Staff talk with the children to encourage them to think about when something is 'full', 'empty' or holds 'more'. They encourage children to use problem solving skills, such as when they make puzzles. Staff make good use of spontaneous chances to support learning, commenting on the pieces as children fit them together, so they discuss the pictures being made

Children do not have an outside play area in which to play. Nevertheless, staff provide equipment indoors to support their physical development well and they have use of a soft ball play area. Staff make the most of the locality, taking children out daily to local parks and planning regular outings to places of interest. Through these experiences children learn much about their local community. Staff are alert to promoting all areas of learning, for example, by counting cars and making use of larger park spaces to enact stories. Festivals are celebrated to enable them to learn that families differ.

Staff plan the layout of resources well overall, so that children can choose them easily, including pens and pencils to support their early writing skills. Space is organised well so they can sit comfortably as they play. Children receive praise and encouragement, which boosts their self-confidence. Staff record children's achievement frequently, including through photographs. This system encourages children, helps keep parents up to date with children's accomplishments and allows staff to maintain useful records. Children are learning good skills to prepare them in readiness for school.

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

The 'key person' system works well, so children feel emotionally secure. They quickly settle on arrival and confidently say goodbye to their parents. They are pleased to see their friends and quickly engage in play activities. This demonstrates that they feel very safe and secure and are very familiar with the routine for the day. Children show good self-confidence as they are keen to interact with visitors introducing themselves and showing what they have been doing. The staff are good role models. They know all the children well and treat each child with respect. Children's key persons support them well to make progress and to share their progress with parents. Staff know their key children well and plan effectively to help them gain their next steps of learning. Regular assessments are completed on each child and staff use them when planning activities. Effective arrangements are in place for the two-year-old progress checks to be carried out in order to support the identification of any additional needs, to keep parents informed and to seek their views.

Staff implement the nursery's behaviour management policy consistently. Children listen well to clear instructions and respond appropriately. They behave very well and are thoughtful and kind to each other as they play, because they know what is expected of them. They share, take turns and learn good social skills at meal times, under the

guidance of staff. Children are supervised well at all times whilst choosing where they wish to play. Children learn about keeping themselves and each other safe as they play, such as when taking part in group activities and using the physical equipment. Staff remind children sensitively 'not to run'. They get down to children's eye level and talk quietly, making sure they understand.

Children progress well in understanding the basics of healthy living. They enjoy going out in the fresh air daily. Staff promote good hygiene routines well. They are vigilant in checking the toilets areas and keeping these clean. Children manage their personal care confidently.. They hang up their own coats on arrival. They are familiar with the routine of washing hands before meals. Meals are provided and children have a varied, healthy diet provided and are encouraged to try foods that are new to them. Staff are aware of children's individual dietary requirements and have experience of catering for children with food allergies. Meal times are organised swiftly to minimise any disruption to the smooth running of the sessions and not to interrupt children's play and learning. Children learn good skills in a happy caring environment this helps them to be well prepared in readiness for starting school.

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

The provider/manager has a clear understanding of her legal responsibilities to implement the welfare requirements of the Early Years Foundation Stage. Children's safety and welfare are given high priority. The staff are experienced in early years and work well as a team. They are supported well by the provider/manager who provides regular supervision and appraisals in order to drive the professional development of staff. Secure systems are in place in the event of a safeguarding concern and all the staff have completed relevant safeguarding training. There are good systems in place for the induction of new members of staff and students on placement. These systems help ensure they are familiar with the nursery's policies and procedures, so understand their individual roles and responsibilities in keeping children safe. Secure procedures are in place to ensure all staff employed have undergone vetting checks, so are cleared as suitable to work with children. Staff have regular meetings to share good practice. They revisit and review policies regularly. Risk assessments are in place and the staff are vigilant when taking the children out to ensure they are safe. They help the children learn how to keep themselves safe.

The nursery staff have good links with other providers and local schools. They seek support from outside agencies to support individual children's development. The staff have a good rapport with parents who they work closely with to share children's progress and to support continuity of care. There is a good exchange of information daily with parents and regular discussions on the progress their children are making. Parents may see their child's observations and assessments regularly. This system enables parents to be fully involved in their child's learning and development and allows them to support their children's learning at home. Parents receive useful newsletters. Their views are sought through questionnaires in order to help drive improvement. Useful information is displayed for parents including information about the planned activities and a good range of leaflets.

Since the previous inspection the manager and staff have worked hard to improve the learning environment for children and the partnerships with parents. The nursery has completed their own self-evaluation to identify their strengths and to monitor the provision and the learning environment. They seek the views of the children and implement changes to the play areas to support children's individual interests. They regular review their self-evaluation as a team to build on what they are already doing well and to plan for improvement.

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

Unique reference number	EY397582
Local authority	Torbay
Inspection number	844802
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	17
Name of provider	Mary Dawn Browne
Date of previous inspection	19/11/2009
Telephone number	01803290030

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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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