

# Phoenix Pre-School/Under 5's

Park Grove Primary School, Dudley Street, The Groves, York, North Yorkshire, YO31 8LP

<b>Inspection date</b>	04/02/2013
Previous inspection date	21/10/2008

<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 pre-school provides a well-planned programme of activities which supports the interests and development needs of the children.
- The pre-school staff are very aware of their responsibility for safeguarding and ensure the premises and staff are safe and suitable.
- Children are happy, settled and motivated in their play. They show good levels of independence, engagement and curiosity.
- High regard is given to supporting children's language and literacy skills by providing an excellent range of books and opportunities for children to listen to stories or use books themselves.
- Staff take effective action to extend and develop children's understanding of the world through a wide range of activities.

### It is not yet outstanding because

- There is scope to enhance the already good partnership working with parents to provide them with further information to support children's learning at home.
- The children do not have opportunities to develop their independence when preparing or pouring food and drink at snack time.

## 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.

## Inspection activities

- The inspector observed the children and the staff, and their interactions.
- The inspector looked at the children's development files, planning and assessment.
- The inspector took account of the views of parents and children through discussion and from questionnaires parents have completed as part of the self-evaluation.

## Inspector

Rosemary Beyer

## Full Report

### Information about the setting

Phoenix Pre-School was registered in 1998 and is on the Early Years Register. It is situated in an annexe of Groves Primary School in the Groves area of York, and is committee-run. The pre-school serves the local area and is accessible to all children. It operates from one playroom with additional space available in the school, and there is a fully enclosed area available for outdoor play. The pre-school employs nine members of child care staff. Of these, all hold appropriate early years qualifications at level 3 and two have Foundation Degrees in early years. The pre-school opens Mondays to Fridays during term time only. Sessions are from 8.45am until 11.45am and 12.15pm until 3.15pm, apart from Wednesdays when Rising-Fives attend a morning session for preparation for school. Children attend for a variety of sessions. A lunch club is available from 11.45am until 12.15pm. There are currently 38 children attending who are within this age group. The

pre-school provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities. The pre-school is a member of a partnership between the Salvation Army, the Kaleidoscope Day Nursery and Park Grove School and receives support from the local authority.

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

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

- enhance the already good opportunities for parents and carers to support children at home by providing more information about planned activities within the pre-school
- provide opportunities for children to develop their independence further, for example, by preparing their snacks and pouring their drinks.

### **Inspection judgements**

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

Children's progress in their learning is good because staff have a thorough understanding of how to engage children's interests and support their development. Children's progress across all the areas of learning is good, particularly in their physical development and communication and language. They are not yet developing independence at snack time by pouring their own drinks but do help to put out the beakers. Staff ensure they respond to the children's needs effectively in order to prepare them for school, for example, by developing independence, confidence and enthusiasm for learning.

A love of books and language is promoted effectively by providing opportunities for children to access a wide range of books both for stories and information. Children use the book corner independently but also like to sit with staff to listen to them reading. They are confident to contribute to stories and rhymes by predicting or discussing what is happening. Children, including those who do not speak much, are able to express their needs, to show they are hungry or want particular resources. Staff work closely with parents and outside agencies to develop support for children with special educational needs and/or disabilities, including speech therapy to aid their communication skills. The children are starting to recognise their names when they arrive in the pre-school and register their attendance. There are good opportunities for children to see labels, words and letters on display within the pre-school.

After having their snack the children do a joint activity game, such as discussing shapes. The four-year-old children are developing an excellent knowledge of shapes and can identify a hexagons and a trapezium during the game. The younger children are also keen to participate and know the simpler shapes. Parents can see the plans of activities staff are proposing to provide each half term, however, staff do not always build on the interest parents show to suggest activities they can do at home to support their children's development. Some of the parents share information about the child's achievements at home or any concerns, such as behaviour issues. The staff and parents then work together to provide a consistent approach in managing the problems. They are invited to do a parent rota session to sample the play experiences their children enjoy and to give ideas for future activities. Staff invite parents to share any special skills, interests or abilities they have, to widen the children's learning or give them ideas for activities in the future. Parents are also kept informed of their child's development, and their learning journeys are readily available for them to see. This ensures the parents are included in their child's development to provide a coherent approach to learning in the pre-school but not yet at home.

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

Staff build good relationships with parents when children start to attend the pre-school. They have a secure knowledge of the children's starting points gained from their initial base line assessment and information from parents, as well as their welfare needs. The key person ensures good communication and regular information exchanges to keep parents involved. They take account of children's routines at home where possible and meet their individual care needs. All the children are comfortable with the staff and ask for help if they are worried or have concerns.

Children understand the importance of good hygiene practice and ask to clean their hands before having their snack. Their understanding of healthy eating is effectively promoted by the provision of fruit and vegetables, with milk or water to drink. Children's independence is not promoted by their involvement in preparing or serving, and pouring their food and drink. The children's physical development and their understanding of the natural world are supported through the use of the outside space, as they balance and move around with very good control. They also dig and plant seeds, tending them as they grow. They then harvest and prepare their produce, which further supports their understanding of healthy eating. The children have created a display of foods they consider to be healthy and unhealthy, and know what they should eat to keep themselves well. Children also visit the school garden to investigate insects and other creatures, and are involved in hatching chicks from eggs, which has developed their concern and care for living things.

The pre-school has excellent relationships with the school. Children have regular contact with staff and before starting school are familiar with the premises. Children starting other local schools are able to visit their new school with the staff, while some teachers visit the pre-school to observe the children and what they can do. The children's learning journeys and the tracking forms ensure schools have a reliable assessment of their abilities and interests. Therefore, children are well prepared for the transition to school.

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

The staff have a secure knowledge and understanding of safeguarding issues and know the procedure to follow if they have concerns. Parents are made aware of the role and responsibility of the staff to protect all the children in their care. Comprehensive risk assessments are in place and regularly reviewed. These identify hazards and the appropriate steps to take to minimise risks and keep children safe and secure. Parents and carers are also conscientious about safety and notify staff if they have concerns. The whole environment is welcoming, safe and stimulating and children enjoy their learning and grow in confidence.

The staff work closely with other day care settings and outside agencies within the area, which has helped the pre-school develop more effective exchanges of information between carers. Robust systems are in place for the appointment of staff and the induction process ensures they can carry out their tasks appropriately. Appraisals and team meetings enable them to identify training needs for their ongoing learning and development. Staff have experience of caring for children with special needs and/or disabilities. They also care for children who speak English as an additional language. They make them feel comfortable in the pre-school, help them settle and communicate effectively to support their development. Simple words are obtained and used to ensure children's needs can be met.

All the committee and staff work hard to provide high quality care and learning opportunities. The staff are well qualified or working towards qualifications in order to further enhance the service they provide. Self-evaluation is used effectively to identify areas for improvement which can be included in the action plan, while also recognising the strengths of the pre-school. Parents are consulted on a regular basis to ensure their views are included and know their opinions are valued. Future plans include the further development of the outside area to more effectively support children's development across all areas of learning.

Parents spoken to during the inspection are very happy with the care their children receive. They enjoy looking at the children's development files and seeing their art work displayed. They are confident their children are safe and happy. They feel welcome in the pre-school and know they can consult staff if they have concerns.

**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>	321586
<b>Local authority</b>	York
<b>Inspection number</b>	877079
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Phoenix Pre-School/Under 5's
<b>Date of previous inspection</b>	21/10/2008

**Telephone number**

01904 673510

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

**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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

