

Phoenix Childcare

Gaudet Luce Golf Club, Middle Lane, Hadzor, DROITWICH, Worcestershire, WR9 7JR

Inspection date	14/03/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Not Applicable
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

- Children are given plenty of opportunities to become creative, independent thinkers as staff provide creative environments that spark the imaginations of children.
- The key person system is firmly embedded and children feel very safe and secure.
- Children make good progress in their learning and development as partnerships with parents, carers and other professionals are strong.
- Children make good progress from their starting points as the manager ensures staff access training that enables them to become highly skilled professionals.

It is not yet outstanding because

- Babies are not consistently provided with opportunities indoors to climb, balance and jump so that their growing physical skills are fully supported.
- Older children are not always provided with time to pursue learning without interruption as some routines stop play and thinking 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 children, examined the children's developmental records and planning documentation to establish their progress in learning.
- The inspector observed children during a forest school session.
- The inspector held meetings with the director and the manager to discuss the leadership and management of the nursery.
- The inspector carried out two joint observations with the manager.
- The inspector observed the sleep routine in the baby room and the lunch time routine with the older children.

Inspector

Jacqueline Hardie

Full Report

Information about the setting

The Phoenix nursery was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Droitwich area of Worcester. The nursery serves the local area and is accessible to all children. It operates from one building and there is a fully enclosed area available for outdoor play.

The nursery employs 23 members of child care staff. Of these, 21 hold appropriate early years qualifications at level 3, including one with Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 86 children attending who are in the early years age group. The nursery provides funded early education for three and four-year-old children.

What the setting needs to do to improve further

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

- build on existing routines that extend opportunities for the older children to pursue their learning without interruption, and to complete activities to their satisfaction

- open up more opportunities for the younger children to have access to physical play indoors by, for example, providing tunnels, slopes and low-level steps to stimulate and challenge toddlers.

Inspection judgements

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

Staff have a good understanding of children's learning and development so children make good progress from their starting points. Observations and assessment of children's progress are completed in all sections of the nursery. This ensures children's individual needs are fully met. Planning is linked to the interests of individual children and their possible next steps in learning. Staff are observant and responsive to opportunities to join in play, which stimulates children's interest. Consequently, children persist at activities they enjoy.

Staff have a good understanding of how children learn and this is represented in their planned activities. This means children are motivated and become engaged in learning. However, at times the older children's play is interrupted by routines of the day. For

example, all of the children stop play and learning for snack time. As a result, children's thinking is interrupted and learning opportunities are occasionally missed.

The nursery offers children an inviting and interesting environment in which to play and learn imaginatively. The provision provides a comprehensive range of good quality toys and activities, which supports children's learning across all seven areas. Toys are stored in accessible units and are attractively displayed. This ensures children can access the resources independently and helps to support children to become creative, independent thinkers. These skills help children to prepare for their next stage in learning and become ready for school.

Children's language skills are supported well in the nursery. For example, in the baby room staff use baby signing to encourage the babies to communicate their needs. Water play is used with the babies to encourage the skills of sharing and helps them to express their feelings. Children have plenty of opportunity to develop their literacy skills as the older children play with sounds letters make. For example, children are taught the sound the first letter of their name makes and are then encouraged to find other objects in the nursery that make the same sound. This creative teaching ensures children begin to associate sounds with letters and supports the first stages of reading. Children have plenty of opportunity to play and explore through forest schools. Staff use this as an opportunity to take learning outside and imaginatively teach the seven areas of learning. This has a positive impact on children's learning and development. Physical development is extremely well supported for the older children. For example, three times a week they have golf lessons with a qualified golf coach. They practise skills such as putting and chipping. This helps to support the development of their large and small muscles, which contributes to the later development of skills, such as handwriting. However, the babies do not have opportunities to consistently access equipment indoors to develop skills such as climbing, balancing and jumping. This means that they are not always fully supported in this area of learning.

Staff prepare children well for the transition from their setting to school through positive discussion and they send regular report books that identify children's next steps in learning. This ensures children's needs are fully supported and their learning priorities are clearly identified. Effective partnerships have been developed with parents. Information is shared on a daily basis with them through discussions and written diaries. They also have access to their children's development records and are invited to parents meetings, thus ensuring a two-way exchange of information and a consistency in approach to supporting children's next steps in learning.

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

Children's well-being is effectively supported as there is a fully embedded key person system. Children separate from their main carers well because the nursery has an excellent settling-in approach. This allows children, parents and staff time to get to know each other and develop important bonds that allows children to feel safe and secure.

Staff encourage children to develop the habits and behaviour appropriate to good learners

and to take account of their own needs, and those of others. From a young age children are encouraged to share, take turns and be kind to one another. Staff discuss the reasons for boundaries and expectations, for example, they clearly explain to the older children why they should respect others and the environment. Children's confidence and self-esteem is raised because staff praise them for their good manners and for helping to tidy away the resources.

Children's health and well-being is well supported as they have plenty of opportunity to be outside. For example, babies are taken on walks in the beautiful grounds and have time to play outside in an enclosed outdoor play area. The older children have regular outings to forest schools where they have plenty of opportunity for fresh air and exercise. In addition, the children learn to take risks and develop their understanding of safety through being involved in the forest school activities.

Children are provided with a range of healthy, balanced meals and snacks. Staff are clear about children's special dietary requirements, preferences and allergies, which ensure their needs are met and respected. Children access water throughout the day, which ensures they remain well hydrated and comfortable. Staff successfully encourage children to look after themselves and develop their independence. For example, children put on their aprons for messy play, learn to put their rubbish in the bin and independently wash their hands after using the bathroom. Older children serve their own lunch and are able to express their needs, such as asking to go to the toilet and they approach staff for support and reassurance as required. These developing skills prepare children for school.

The manager ensures that regular fire drills are practised so that children are aware of evacuation procedures and how to keep safe in an emergency. Transitions between rooms are well supported and children are given time to adjust to their new environment. This ensures children's well-being is fully supported.

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

Safeguarding of children is given high priority. Staff have a thorough understanding of their duty to protect children. There is a comprehensive safeguarding policy and procedure in place, which staff are fully aware of. All staff have attended training on safeguarding and this is updated, ensuring that their knowledge is current should they have any concerns. Robust recruitment, vetting and induction procedures are in place, ensuring adults working with the children are suitable to do so. This ensures that children are cared for by staff who show the required skills and commitment, enabling children to feel secure.

The manager gives regular appraisals for the staff and provides them with a detailed action plan. This ensures that training needs are identified and all staff update their knowledge and professional status. Consequently, children receive an education programme that fully meets their needs.

The manager ensures they have effective systems for self-evaluation that inform the

nursery's priorities. These are used to set challenging targets for improvement. Parents and staff opinions are sought to support this process. This demonstrates the nursery's commitment to continuing improvement and ensuring children receive the best possible care and education.

The setting has built good partnerships with parents; the manager ensures that settling-in periods meet with parental needs. Parents receive information through regular newsletters and informative notice boards, where information about the Early Years Foundation Stage is displayed to enhance parent's awareness and familiarity with the areas of learning. The nursery is in the process of establishing a parent's forum, which will give parents the opportunity to suggest and implement changes to the nursery. This close partnership between parents and nursery has a positive impact on supporting the learning and development of children. The director and manager have a secure understanding of their responsibilities in meeting both the welfare and the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage.

The manager understands the importance of working with external agencies. This enables the nursery to draw on expertise and provide support for children, so they make good progress in their development.

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 action. 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	EY454338
Local authority	Worcestershire
Inspection number	884833
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	23
Number of children on roll	86
Name of provider	Gaudet Luce Limited
Date of previous inspection	not applicable
Telephone number	01905 793 950

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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, which are usually the childminder's 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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