

The Phoenix Kindergarten

Park Cp School, Robin Hoods Walk, BOSTON, Lincolnshire, PE21 9LQ

Inspection date

Previous inspection date

23/05/2013

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

- The kindergarten is led and managed effectively. The manager monitors educational programmes and children's progress well and ensures staff are supported in their professional development.
- There is a good range of resources on offer covering all areas of learning and development, which are enhanced daily to support children's interests.
- Children are happy, confident and secure in the kindergarten because staff have developed close relationships with them and their parents.
- Staff effectively encourage children to be independent, which promotes their confidence and self-esteem and means they develop good self-care skills.

It is not yet outstanding because

- Parents have fewer opportunities to contribute what they know their child can do in order to ensure fully personalised learning opportunities are planned for their child's next steps.
- Staff are not always consistent in asking open-ended questions and sometimes do not allow enough time for children to respond. As a result, opportunities to extend thoughts and ideas are not fully embedded.

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 adult-led and free-play activities taking place in the playroom and outside environment.
- The inspector carried out a joint observation with the manager.
The inspector looked at children's assessment records, planning documentation, the provider's self-evaluation and a range of other documentation, including the safeguarding policy and procedures.
- The inspector held discussions with the manager, staff and committee members.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Michelle Morley

Full Report

Information about the setting

Phoenix Kindergarten was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Park Primary School, Boston, Lincolnshire. The kindergarten serves the local area and is accessible to all children. It operates from classrooms within the school and there is an enclosed area for outdoor play.

The kindergarten employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The manager is currently working towards an Early Years Foundation Degree. The kindergarten opens Monday to Friday, term time only. Sessions are from 9am until 12 noon and from 12 noon until 3pm, with wrap-around care from 7.30am until 5.30pm. Children attend for a variety of sessions.

There are currently 31 children attending who are in this age group. The kindergarten 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 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:

- improve arrangements for parents to contribute to their child's assessment by, for example, sharing what they know about their child's progress so that personalised learning opportunities are planned for children's next steps
- enhance the educational programme for communication and language by encouraging all staff to make good use of open-ended questions and allow enough time for children to respond in order to extend their thoughts and ideas, and develop their language further.

Inspection judgements

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

Staff have high expectations and a thorough knowledge and understanding of the Early Years Foundation Stage. As a result, children are making good progress in their learning and development. Children enjoy a range of experiences and challenges appropriate to their development. Consequently, they are developing the skills needed for the next steps in their learning, including school where appropriate. Assessment records are accurate and

clear and show progress through purposeful next steps in order to challenge children further incorporating children's interests and individual needs.

Areas are enhanced daily with additional resources to compliment children's interests and challenge abilities. For example, carrots were added to the home corner to allow the children to build on real life experiences, which was extended by the children who added more items from the snack bar. There is an organised balance of child-initiated and adult-led activities on offer, whereby, staff are deployed well in order to support and challenge children at all times. An undercover outside area provides opportunities for children to explore their natural environment and learn about the world in which they live. For example, a group of children discover a large spider, which led to a careful observation and detailed discussion using inclusive language to share experiences and thoughts.

Effective steps are taken to provide opportunities for children to develop and use their home language in play and learning. For example, they sing the welcome time song in English and Latvian, which supports inclusion and celebrates diversity. As a result, children who speak English as an additional language hear and use their home language in the kindergarten. There is a strong emphasis on language development with staff modelling language and encouraging conversation throughout the day. However, the use of open-ended questions and allowing enough time for children to respond is not always consistent. As a result, children do not always have sufficient opportunities to extend their thoughts and ideas and develop their language further.

Children take part in a good range of activities that help them learn and problem solve. For example, staff sit with the children during construction play and challenge their thinking by asking questions using positional and mathematical language. Children are keen to explore. Staff provide a wide range of resources, which capture children's interest and curiosity and promote active learning. This enables children to readily explore and learn independently. For example, children confidently use the digital camera and set the timer to take photographs of themselves, creating different poses each time.

In order to extend learning at home, the kindergarten provides each child with an activity book to take home and share with parents in their own time. Regular open afternoons are offered to parents where they have the opportunity to speak with their child's key person about progress and view assessment records. However, parents do not always have sufficient opportunities to contribute to their child's assessment so that staff can plan precisely for the next steps in children's learning. A translator is provided by the kindergarten to ensure effective communication can take place during these times and to promote inclusive practice for parents as well as children. Parents that attended the open afternoon make extremely positive comments about the staff and their child's progress since joining the kindergarten.

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

An effective key person system ensures children develop trusting relationships with staff, who are caring and friendly. They are happy, confident and have formed secure emotional attachments to staff as they often come for cuddles throughout the day. New children

settle well because staff take time to find out about each child's background, their preferences and usual routines, from parents. This helps to ensure continuous and consistent care for the children and effectively aids transitions from the children's home into the kindergarten. Behaviour is generally good and children are encouraged to develop their independence through everyday tasks. For example, they put on and fasten coats and shoes, and help themselves to a healthy snack when they feel hungry. The new movement play area with soft mats and giant rubber balls allows opportunities for the children to actively move freely with pleasure and confidence in a range of different ways to effectively promote physical development.

Healthy snacks are provided and are available for children to access independently throughout the day if they wish and during a more formal snack time. This encourages the children to learn self-care skills by making decisions for themselves and showing increasing independence. Children have a varied choice and are encouraged to try new food textures and tastes as well as pour their own drinks. The kindergarten has joined the 'Food for Life' scheme, which provides training to allow them to introduce more choice to include a better balance of nutritious foods to promote children's good health.

Staff supervise children carefully and effectively. They promote children's understanding of potential dangers and how to keep safe through regular discussions and daily routines. For example, children are aware they must not use the outdoor area without an adult present. Staff support children to become independent in their self-care skills and promote healthy practice. As a result, children manage their own hygiene well and independently use the toilet and wash their hands.

All children are actively engaged throughout the day and utilise the free-flow opportunity, which allows them to choose whether they wish to play inside or outside. The kindergarten offers a stimulating, well-resourced and welcoming environment, which supports children's all-round development.

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

Management have a good understanding of the safeguarding and welfare requirements and clear effective policies and procedures are in place in order to keep children safe. This includes a clear policy on the use of mobile phones and cameras in the kindergarten. All staff have appropriate safeguarding training and a strong knowledge and understanding of how to protect children and minimise risks. Robust recruitment and vetting procedures of new staff are embedded to include a well-supported induction period to confirm suitability to care for children. Daily risks assessments are carried out on both the indoor and outdoor areas and systems are in place to ensure resources are clean and safe for the children to use. Accident and medication reporting systems are robust and effective, further supporting children's well-being.

The manager is currently working towards completing an Early Years Foundation Degree and shows a strong commitment and passion for early years. This is supported by a secure knowledge and understanding of how children learn. The manager is fully

committed and has a good understanding of her responsibilities in meeting the learning and development requirements. She closely monitors practice on a daily basis to ensure the delivery of effective teaching and learning is taking place. Well-organised systems to track children's progress are in place to clearly identify and monitor any gaps in learning and development to allow all children the opportunity to reach their full potential. Assessment records are good and clearly show progress through the planning of purposeful next steps, challenging children further.

The use of an effective self-evaluation highlights strengths and identifies areas for improvement taking into account views of children, parents and staff. This contributes to a detailed improvement plan highlighting training needs and setting priorities to develop foundations for good future progress. Roles and responsibilities are clearly defined and performance management strategies are in place to include annual staff appraisals alongside fortnightly supervision meetings to achieve effective monitoring. The newly appointed special educational needs coordinator has completed relevant training and has a good knowledge and understanding of her role and responsibilities. She liaises with other professionals to ensure the individual needs of children with special educational needs and/or disabilities are met.

An excellent relationship with the adjoining school allows smooth transitions to take place for the children moving up in September. The manager attends local transition meetings alongside other local schools in the area to reinforce good relationships with other reception teachers who are invited to the kindergarten in order to aid smooth transitions. The children often share their outdoor space with the reception class from the adjoining school, which helps to prepare children for their next stage in their learning and transition to school.

Good partnership work with both parents and outside agencies significantly contributes to the quality of learning that children receive. The manager prioritises opportunities to welcome parents into the kindergarten through their open door policy and open afternoons. Parents are encouraged to give feedback in a variety of ways, which includes a suggestion box that allows them to make contributions using their home language. Positive parent comments describe the kindergarten as 'fantastic' and 'couldn't be happier' and stated children are happy and settled and have made exceptional progress in speaking English. Ongoing advice provided by the Birth to Five service is valued and supports the manager in providing an effective learning environment for children.

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	EY453967
Local authority	Lincolnshire
Inspection number	896147
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	31
Name of provider	Phoenix Kindergarten Committee
Date of previous inspection	not applicable
Telephone number	01205 368805

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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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