

Phoenix Childcare

21 Carlton Road, TORQUAY, TQ1 1NA

Inspection date	27/08/2013
Previous inspection date	01/02/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff have a good knowledge of how children learn through play and support them well in their learning and development. As a result, children are making good progress in their learning.
- Staff have a good partnership with parents keeping them well-informed on the progress their child is making.
- Staff make sure that children have access to a good range of toys and resources, with which they can safely play.
- Staff supports each child very well and meet their individual needs. As a result, children are confident and secure.

It is not yet outstanding because

- The setting have yet to fully established partnerships with all settings children attend to provide a share approach to children's learning and development.
- Staff's use of questioning throughout the session does not always encourage children to extend their language and to learn the sounds that letters make.

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 activities in the playroom.
- The inspector spoke to the registered provider/manager and staff.
- The inspector sampled relevant documentation, including children's assessments, and some policies and procedures.
- The inspector undertook a joint observation with the registered provider/manager.

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 is 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 16 children on roll, all of whom are in the early years age group. The provider, who is also the manager, works with eight members staff. Of whom seven hold relevant childcare qualifications. The nursery receives funding to provide free early years education for children aged two, three and four years. The nursery is able to support children with special educational need and/or disabilities and children with English as an additional language.

What the setting needs to do to improve further

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

- develop further the partnership with all settings that children attend to provide a shared approach to children's learning and development

- improve staff questioning techniques, so that these extend children's learning by prompting them to think more, allow them time to respond and encourage them to link sounds to letters throughout the session.

Inspection judgements

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

Children are happy, secure and making good progress in their learning and development. They are welcomed warmly on arrival and soon settle, making their own choice of what they want to do and play with. During the holidays older children attend. The staff ensures that their care does not impact on the learning opportunities and enjoyment for the younger children. The children are keen to introduce themselves to visitors and share their home news. This demonstrates that they feel secure and have good self-esteem. Children have a key person to support them as they play and as it is a small nursery the children are known very well by all the staff.

The staff use planning to support children's individual interests and their next steps in their learning and development. They complete observations and assessments on the children and these are shared with parents. This helps parents to be fully involved in their children's learning and development. Since the last inspection they have reviewed how they support children's learning with craft activities to encourage them to use their own ideas and to choose from far more resources. This helps children to express themselves and use their imaginations and own ideas. Children enjoy stories and listen as the story unfolds and will select books for the staff to read to them. The staff interact well with the children as they play. Children are encouraged to practise their early writing skills as pens, pencils, chalk and boards are easily accessible. Staff generally ask good, open questions to the children. However, at times they do not give children thinking time before they respond or use opportunities that present themselves to link sounds to letters. For example, by increasing children's understanding of the sounds letters make as they attempt to write their names.

Children enjoy sand play and talk about size and volume as they fill containers. They play well alongside their friends and learn the importance to share and take turns. Children enjoy completing puzzles and this helps them to develop their problem solving skills. Children enjoy role play and have access to a good range of resources to choose from. The staff join in children's games by invitation. Children learn about the local community and the wider world by celebrating festivals throughout the year.

Children have use of computers and play educational games. This supports their understanding of technology. The time children spend on the computers is monitored, particularly for the older children, to ensure that they participate in the range of activities offered. Children have no dedicated outside play area available. However, they have physical activities indoors and daily outings are well planned and organised to ensure that children have plenty of fresh air. Children are prepared well in readiness for starting school. Although the nursery has good links with the local schools, to share information and pass messages on to parents, they have still to develop effective links with other early years settings children attend. The children are supported to learn the skills they need for their future learning in a very caring environment.

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

Children build good relationships with their key person enabling them to feel confident and secure. Children of all age groups are confident to seek support from the staff and involve them in their play. Children are confident in their own self-care and independent at pouring their own drinks. Meal times are very social occasions and children are reminded of the importance of good manners. Children have healthy snacks provided and meals cooked on the premises. Dietary needs are known and catered for well. The staff are vigilant that the children are well nourished such as providing breakfast for a child that arrives late.

Children learn how to keep themselves and each other safe as they play through

discussions and gentle reminders. For example, when playing in the soft ball pool area. The children have daily outings to ensure they have fresh air and to support their physical development. These opportunities are used to support children to learn about the local community and how to keep themselves safe when out walking. Children have visits to the parks, wood, the beach and local attractions. They thoroughly enjoy the outings. They are familiar with the routine to put on orange T shirts before they go out so they are easily seen. Staffing levels are increased for outings to ensure children are safe and supervised at all times.

Children behave well and the staff present as positive role models. They intervene with minor disputes and remind children the importance of sharing and taking turns. Staff manage unwanted behaviour very well getting down to the child's level and giving clear explanations about the impact of their behaviour. They sit with the children as necessary whilst they calm down talking to them in a very calm and gentle manner. Children receive consistent praise and encouragement to build their self-esteem. Children have use of a good range of toys and resources that are displayed well in the room to create a welcoming environment enabling children to easily access toys and equipment. Children enjoy the comfy seating area where they sit happily chatting with their friends.

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

The registered owner and manager supports the staff well. There are good systems in place to support new staff, including a comprehensive induction process so that they are clear of their roles and responsibilities. The inductions allows them the opportunity to familiarise themselves with the policies. The staff receives regular supervision and appraisals to make sure they are meeting their roles and responsibilities and to identify any additional training they require. Comprehensive risk assessments are completed including for outings and these are regularly reviewed. This supports staff in keeping children safe. There are good procedures in place for dealing with complaints from parents, which ensures that these are dealt with swiftly and in line with their registration requirements. There is an informative notice board that includes details of how to make a complaint as well as useful information including various leaflets for parents to help themselves to. The staff have completed safeguarding training and there is a clear procedure to follow in the event of a child protection concern. Staff demonstrate they are aware of what they should do if they have a concern about a child.

There are good systems in place to monitor the educational programme and the progress children are making. They have secure links with outside agencies to provide additional support for individual children. The nursery has good links with the local schools and this supports children with their moves between the nursery and school. However, they have not yet established a partnership with all early year's settings children attend to provide a shared approach to children's learning and development. Children's progress is shared very well with parents. This supports parents to be fully involved in their child's learning and development.

There are effective systems in place to monitor and evaluate all aspect of the nursery. It is a small group and staff work effectively as a team and know all the children really well. This supports continuity of care. They have regular staff meetings and daily discussions to reflect on how the day has been. They know their own strengths and identify areas for their own development through their self evaluation. They have also taken action to improve the learning environment for children and to add to children's safety by having CCTV installed.

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	EY397582
Local authority	Torbay
Inspection number	931376
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	16
Name of provider	Mary Dawn Browne
Date of previous inspection	01/02/2013
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, 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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