

# Phoenix Pre-school

Phoenix Community Centre, Crookhorn Lane, WATERLOOVILLE, Hampshire, PO7 5QB

## Inspection date

Previous inspection date

26/09/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children benefit from an inclusive play and learning environment where they are treated and respected as individuals. Children with special educational needs and/or disabilities receive good support to help them participate in activities and make progress in their learning and development.
- Staff relate well to the children, offering kind reassurance to help them to settle. Children show that they feel safe and secure in the setting. Children are able to participate in a broad range of activities that they enjoy. As a result of the variety of indoor and outdoor play opportunities and appropriate support from staff they make sound progress in their all-round learning and development.

### It is not yet good because

- Children's personal information is not always accurately recorded and easy to source quickly, as needed.
- Staff are not proactive in involving parents in their children's learning and development.
- Although appropriate suitability checks are completed on staff, records to demonstrate staff suitability do not always include all of the checks that the provider carries out, as good practice.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector spent time talking with the staff, children and parents.
- The inspector analysed samples of the children's learning journals, registration and planning documentation, and a selection of the policies and procedures.
- The inspector spent time carrying out a joint observation of practice with the manager and discussed emerging issues and strengths throughout the inspection.
- The inspector viewed all areas of the premises, the resources and observed activities in the inside and outside play areas.

## Inspector

Antonia Ogden-Meade

## Full Report

### Information about the setting

Phoenix Pre-school registered in 2013 under its current owner. It is privately owned and operates from the Phoenix Community Centre in Crookhorn, Hampshire. Children have access to a secure outdoor play area. The pre-school is open each weekday during term time only. Sessions are from 9am to 3pm with an optional lunchtime session from 12 noon to 12.30 pm. Children can attend on a sessional basis or all day. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 27 children on roll. There are six staff employed to work with the children, including the manager; four of them hold a relevant level 3 or higher qualification.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- make sure that records of children's information are accurately maintained to make sure that all relevant information can be quickly sourced, as needed.

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

- enhance the records kept to show the checks completed to assess staff suitability, for example, by recording details of verbal references received
- encourage parents' involvement in their children's learning, for example, showing that their contributions about children's starting points and ongoing achievements at home are valued as part of the assessment and planning for their children's next steps in learning.

## Inspection judgements

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

The pre-school is well resourced and there are opportunities for each child to engage in some interesting and exciting activities inside and outdoors. For example the role play area inside is currently used as a pretend 'office' so that the children and staff can play with the telephones and stationery, practising their number recognition and mark making skills. This supports independent learning through playing and exploring but progress is also supported by adult led activities which extend learning opportunities.

The staff have a sound understanding of the learning and development requirements. They interact well with their key children and are actively involved in children's play so that they are able to effectively support learning and progression.

Staff make regular observations of the children while they play which informs the regular progress assessment undertaken by the child's key person. However, staff are not proactive in obtaining as much information as possible about children's individual starting points from all parents and seeking parental involvement in the assessment of children's progress. As a result the planning for the next steps of learning for some children is reliant mostly on the observations staff make of children's achievements in the setting. This is because staff do not actively encourage parents to share the achievements children make at home. Where children have particular learning needs, the staff attend training and seek support to ensure that they can provide additional support for the child. This works successfully to ensure that all children are included and make progress from their individual starting points. Most children are working well within the prime and specific areas of learning. Parents report that their children are doing well at the nursery and are achieving as they would expect.

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

Children are motivated learners and are confident in their environment. For example they paint a pumpkin using colours and shapes of their choice but work together to clean the area and put their aprons away when they have finished the activity. Children who have identified specific learning needs are well supported and staff use a range of techniques to ensure that they are involved and included in activities. There is an effective key person system in place in the setting which ensures staff know the children and their families well. Staff gather sufficient information from parents when children start to help the children to settle.

The premises are secure and there are procedures in place to record arrival and collection information for the children present. Children's personal information is mostly recorded accurately but the inspection found that for one child personal details, although known, were not clearly recorded and available to retrieve quickly as needed. This is unlikely to have a significant impact on the welfare of the children and the provider took steps to rectify this immediately. Children show that they feel safe in the nursery through their positive behaviour and the interaction they have with the staff and their friends.

Staff are positive role models and support the children in developing supportive behaviour strategies by helping them manage sharing and disagreements effectively. They are aware of the need to promote children's independence, especially in relation to the older children who will be going to school. Therefore they encourage the children to manage toileting, hand washing and changing to go outside for example themselves. Independence is also promoted with regards to healthy eating and physical activity. Each day children volunteer to prepare the snack for the others. While they wash and prepare the fruit they discuss healthy eating and food preparation hygiene. The children are able to help peel the oranges and pour the milk or water for themselves. They invite others to join them when

they are ready, and as they eat their snack they talk about the importance of physical activity and what games they would like to play outside later.

The pre-school liaises with local groups and schools to promote smooth transitions for children going to primary school. Links are maintained as the pre-school children visit those who left last term to see them in the 'big school' environment. This supports their confidence with managing such moves and their familiarity with a school setting.

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

Staff understand the procedures to follow in the event of any safeguarding concerns as they have attended safeguarding training. The manager and supervisor have attended the training for designated leads and show a sound awareness of their roles and responsibilities. When appointing staff suitable recruitment and vetting procedures are followed; this includes taking up written or verbal references. When verbal references are received the information obtained is not always recorded and added as good practice to provide further evidence of the suitability checks completed.

Staff appraisal and supervision takes place and all staff have an adequate understanding of the Statutory Framework for the Early Years Foundation Stage. Staff attend training to meet the needs of the children present and are encouraged to take responsibility for particular areas of teaching to ensure the educational programmes are delivered effectively across the pre-school. There is a suitable system in place to monitor children's progress once they settle into the pre-school.

Self evaluation is satisfactory and serves to identify the strengths and weaknesses in the provision. The provider and staff show a commitment to ongoing improvement and have suitably targeted action plans to develop the provision.

Links with parents and other partners involved in the children's care and learning are established. Partnership working leads to some success in supporting children's learning and development and providing continuity of care.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY459482
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	907193
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	25
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Rebecca Warren
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07590 668 451

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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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