

Phoenix Childcare

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

Inspection date	13/12/2013
Previous inspection date	14/03/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Safeguarding is given a high priority and as a result, children are safe and secure.
- Children make good progress in their learning and benefit from a nursery setting that meets their individual needs. Overall, leadership and management is strong.
- Children settle well at the nursery as the key person approach is well-embedded and staff form close attachments to children.
- Children behave well as staff are good role models and provide them with clear boundaries.

It is not yet outstanding because

- There is scope to further enhance children's learning experiences through a more robust process to identify training for the continued professional development of staff.
- There is room to further enhance the learning potential of younger children by ensuring staff give greater consideration to children's individual learning styles.

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 practices in all of the rooms and spoke to staff about experiences planned for the day.
- The inspector reviewed the safeguarding policy, accident and medication records.
- The inspector carried out two joint observations with the manager.
- Planning documentation and learning and development folders were reviewed and discussed with staff.
- The lunchtime routine was observed in the pre-school room.
- The inspector spoke with children at appropriate times during the day.

Inspector

Jacqueline Hardie

Full report

Information about the setting

Phoenix Childcare was originally registered in 2007 and re-registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in Droitwich. 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 22 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 3, including one with an early years degree and one who is working towards a Level 5 qualification. 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 99 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:

- enhance the learning potential of younger children by ensuring all staff give greater consideration to their individual learning styles within the activities they plan and provide

- review the arrangements for the continued professional development of some staff with particular focus on how to further enhance children's learning and development.

Inspection judgements

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

Older children make excellent progress from their starting points, while others across the setting are making good progress. Within the pre-school room children benefit from motivated and inspiring staff, who have a secure understanding of how children learn and develop. This ensures planned activities fully support children's next steps in learning. However, there are some minor variations in the skills of staff working with younger children. Although, younger children do make good progress staff are slightly less confident in their understanding of children's individual learning styles. This applies to how staff use their knowledge to consistently enhance children's development through the activities they plan and provide.

Nevertheless, children are gaining skills for the future as staff support them in developing

their thinking skills. For example, children are invited to make wrapping paper and to think and talk through their ideas and creations. Staff skilfully use open-ended questions to support their understanding of number as children count the stars they have printed. Staff are very responsive to children's needs and interests. For example, an adult typing on a computer fascinates children. Staff respond by providing children with their own laptop. They work alongside children modelling how to use the mouse. This helps to support children's understanding of information and communication technology. Early reading skills are well supported as children access books independently and they are taught how to hold their books correctly and turn the pages. Children's understanding of language is supported as they sing along to familiar Christmas songs. Animated staff keep children extremely well-engaged with the activity as they readily join in with dancing and enthusiastically encourage children to act out the associated actions to the songs. Children's physical development is exceptionally well supported as they have regular golf lessons with the on-site golf professional. They are taught how to swing the club and practice putting a ball. This helps to develop their co-ordination and balance. In addition, children also access Forest School where staff skilfully plan activities that support their learning and development in the outdoor classroom. Children learn to take risks safely as they build fires with the careful supervision of staff.

Children's transitions between nursery and school are well supported. Teachers are invited in to work alongside children and staff share important information with them from children's development and assessment records. This ensures the school are fully informed about children's next steps and 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 add their own observations. This helps to celebrate children's achievements at home and nursery. Staff use this information to identify children's next steps in learning, ensuring that their needs are fully met. Parent's meetings are held, when staff and parents spend time discussing the needs of children and any further support that they may require. This ensures there is an effective two-way exchange of information that supports a consistent approach to supporting children's needs.

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 to feel safe and secure. Transitions between rooms are given considerable thought. Settling-in sessions in their new rooms ensures children are provided with plenty of time and support to adjust to their new environment. Parents are invited into the nursery and this allows them to become familiar with new routines and the new key person. This ensures children settle well and builds effective relationships between the key person, children and parents. As a result, children's emotional needs are well met.

Children are taught about the importance of leading a healthy lifestyle and have plenty of

opportunity to access fresh air in the outdoor environment. Children are provided with a range of healthy, balanced meals and snacks. Staff are clear about and meet children's individual dietary requirements, preferences and allergies, which promotes their welfare. 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 pour their own water at lunchtime and are able to express their needs, such as asking to go to the toilet; approaching staff for support and reassurance as required. These developing skills prepare children for school.

Children are encouraged to behave well as staff provide them with clear and consistent boundaries. Children throughout the nursery are encouraged to share, take turns and work as part of a group. They are taught how to keep themselves safe as the manager practises regular fire drills. Children clearly demonstrate what to do when the alarm sounds and how to exit the building in an emergency.

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

Leaders, managers and staff have a thorough understanding of their duty to protect children. There is a comprehensive safeguarding policy in place, which staff are fully aware of and adhere to. Leaders and managers monitor the safeguarding policies and procedures and ensure that appropriate action is taken if and when required. All staff have attended training on safeguarding and this is updated regularly, ensuring that their knowledge is current. This helps to ensure children are kept safe and secure. Robust recruitment, vetting and induction procedures are in place, ensuring adults working with children are suitable to do so. In addition, such procedures ensure that children are cared for by staff, who show the required skills and commitment to providing children with a good quality early years experience that promotes their welfare.

Leadership of the nursery is very effective. Leaders and managers identify strengths and areas for improvement through ongoing review and actively seek contributions from staff, parents and children as part of this process. This ensures they continually strive for improvement, which results in high quality childcare. Policies and procedures are regularly reviewed and updated. This ensures the needs of children are fully considered and met. Leaders and managers are fully aware of the minor variations in staff practice and are actively working to improve this. They are supporting staff through coaching, peer observations and discussions at team meetings to extend staff knowledge, in order to further develop standards within the setting. However, there is still scope for staff to go on further training to enhance current good practice. Nevertheless, close monitoring ensures the variation in staff practice has minimal impact on children, who continue to make good progress in their learning and development.

The setting has built sound partnerships with parents; the manager ensures that settling-in periods meet with both parental and children's needs. Parents receive information

through an informative noticeboard, where information about the Early Years Foundation Stage is displayed to enhance parent's awareness and familiarity with the areas of learning. This partnership between parents and nursery has a positive impact on supporting the well-being of children and the progress they make in their learning. Leaders and manager have a good 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	944354
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	23
Number of children on roll	99
Name of provider	Gaudet Luce Limited
Date of previous inspection	14/03/2013
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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