

Phoenix Childcare

21 Carlton Road, TORQUAY, TQ1 1NA

Inspection date	04/03/2014
Previous inspection date	27/08/2013

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

- improve the systems for obtaining feedback from parents to further contribute to the setting's development of their practice.
- Staff form strong relationships with parents and therefore, they contribute and engage well in children's learning. This partnership securely promotes children's individual needs.
- Children access a good range of resources and toys; therefore they explore and engage well as these are used effectively to support their learning.
- The staff are skilled at interacting with children and as a result, they develop good communication and language skills.

It is not yet outstanding because

- The staff do not always successfully organise the adult-led activities to closely consider who is leading and supporting the children's involvement.
- The monitoring systems to gain feedback from parents are not successfully formalised to further contribute to the nursery's good development of their 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 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 held meetings at appropriate times with the manager and conducted a joint observation with the manager of an adult-led activity.
- The inspector looked at children's assessment records and planning documents and a sample of documentation relating to children's welfare.
- The inspector checked evidence of staff's suitability and qualifications.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and of the provider's self-evaluation.

Inspector

Dawn Biggers

Full report

Information about the setting

Phoenix Childcare registered in 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 each weekday from 7.30am to 6pm all year round, except for bank holidays. 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 56 children on roll, of whom 35 are in the early years age group. The provider, who is also the manager, works with 10 members of staff, of whom eight hold relevant childcare qualifications at level 3 and above. The nursery receives funding to provide free early 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 who speak 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:

- strengthen the organisation of group activities to further support the children's learning.
- improve the systems for obtaining feedback from parents to further contribute to the setting's development of their practice.

Inspection judgements

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

Children are motivated to learn and make good progress as the staff have a clear understanding of how to plan activities to support children's individual needs and interests. As a result, there is a good balance of purposeful free choice play and adult-led activities in the planning. Tracking processes are effective and the clear system means that the staff identify and plan for the children's next steps well. Therefore, staff implement observations, photographs and the required progress check for two-year-olds well. The staff effectively include the parents and share information well with them about their children's progress and this means they are fully involved in their learning.

Children use their imagination well building resources to role play being their favourite television hero. Children are responsive to the staff's skilful questioning and engagement

and as a result they confidently share their good mathematical awareness and knowledge. For example, a child experiments by placing the construction model on their head, saying 'I can balance this' and they recognise that 'it's light'. Children engage well in a group activity by using a sound box and practise identifying and repeating letter sounds. Staff facilitate this through using visual objects and group discussion. As a result, they support children effectively with their language development. The children make choices as they engage in the song by referring to the object sound. They learn about sound recognition, for instance taking turns to choose the tone they use, such as a deep or high pitch voice. However, at times the activities do not always engage all the children as well as they might. For example, occasionally the staff member leading the activity gets distracted by supporting individual children rather than delegating other staff to do this, meaning the activity loses slight focus.

Children engage confidently in number rhymes, for instance when the staff challenge them to count while using their fingers. They take turns to collect the visual objects and recognise numbers associated, for instance, with how many bottles they have left in the rhyme. The use of visual displays and pictorial information supports all the children to be familiar with the routines. This is particularly beneficial for children with English as an additional language and supports their ability to communicate. Children enjoy physical play after school, participating in active games, demonstrating a good understanding of using technology controls. Children are supported well as they become familiar with their feelings. They practise early marks and use the pens with varying control and guidance. For example they identify and draw emotions and staff encourage the children to recall recent experiences while talking about their feelings. The children are prepared well for the next stage in their learning and eventual move to school.

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

Children are happy and have good relationships with the key person and this supports their emotional well-being and confidence to engage. They enjoy quieter play, snuggling in for a story in the comfortable seating area, and choose books for the staff to read. The environment is welcoming and children make choices within their play as they confidently explore a good variety of displayed toys and resources.

Children develop a good awareness of safety procedures through staff's gentle guidance and explanation about consequences, for example what will happen if they run around the room. In addition, staff's redirection effectively engages the children in the activities. Safety is a high priority for outings as the children wear visible clothing with the nursery's contact information displayed in case of an emergency.

Children develop good independence in the routine and with their self-care. For example, they confidently wash and dry their hands. They develop good awareness of their own fluid intake as they pour their own drinks and receive support to access water from the water machine. Nutritious foods and snacks are cooked on the premises and meet all the children's dietary requirements well. Children receive daily fresh air and exercise which promotes their health and physical development. They engage in exercise, for example

running on the spot, practising star jumps and stretching their muscles. Daily outings in the local community include use of park equipment, walks, visiting the beach and soft play areas. The children learn about rules to keep themselves safe, such as road safety procedures.

Children are cooperative and well behaved as they are supported well in the routine of the nursery. The staff act as good role models and support children's minor disagreements whilst supporting them to learn to take turns and to share. Children engage in a tidying up time song as they learn to care for their environment. Children are consistently praised and encouraged and as a result they have good self-esteem and confidence.

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

The nursery management is strong and as a result, has good systems to monitor the educational programmes. The registered owner/manager demonstrates a clear understanding of the implementation of the safeguarding and welfare requirements for the Statutory Framework for the Early Years Foundation Stage. She has effective procedures to follow should there be any safeguarding concerns or allegations made to protect children. These are regularly reviewed and shared with staff to make sure they work well in practice. Staff receive regular training which includes child protection training. Consequently they clearly understand their roles and responsibilities and are vigilant if they have a concern, knowing what procedures they must follow to safeguard children's well-being. All staff are involved in undertaking comprehensive risk assessments, which are regularly reviewed and implemented well. As a result, the setting carry out daily checks to identify and minimise potential dangers to children whilst on outings, or using the nursery transport. This includes addressing safety issues immediately, such as when concerns are raised about a staff member using a mobile phone while transporting the children in a bus. An emergency staff meeting was held, which included a review of staffs understanding of safe procedures when driving the nursery transport and the purchasing of a hands free system to prevent this from occurring again.

Effective recruitment and induction processes support the staff in understanding their roles and responsibilities. The owner/manager further enhances this by undertaking regular supervision of staff and conducting appraisals. As a result, she is able to clearly identify training needs and areas to support the staff's progress and continued professional development. The majority of staff are qualified and all their individual skills and knowledge contribute to their clear understanding of their responsibilities in meeting the learning and development requirements to ensure children make good progress.

The systems to monitor and evaluate the nursery's practice are effective. Staff work together well as a team and proactively contribute to the nursery's self-evaluation process. As a result, they feel valued, and changes have meant greater team support and management structure. For example, the staff are given additional responsibilities to build upon their skills and confidence and improved senior roles mean the staff receive additional support, while working with the different age ranges. This has a positive impact

on the quality of teaching.

Good partnerships and relationships with parents contribute to meeting the children's individual needs and to their good progress. Parents readily access the children's learning diaries on informal and formal occasions and feel fully involved and informed about the children's learning. Parents comment positively about how well the children are progressing in all areas of their learning, and in regard to the high level of family support provided. However, monitoring systems to capture feedback from parents are less well formalised as staff do not always record the suggestions that parents make verbally, to further contribute to the nursery's good procedures and progress. Staff share information effectively with other early years settings and good links with the local schools support the children's moves. This promotes a good sharing of information, and continuity in children's learning and development support the children's individual needs.

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	EY397582
Local authority	Torbay
Inspection number	952734
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	56
Name of provider	Mary Dawn Browne
Date of previous inspection	27/08/2013
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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Piccadilly Gate
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M1 2WD

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