

Phoenix Nursery

Fry Road, Stevenage, Hertfordshire, SG2 0QG

Inspection date	02/09/2014
Previous inspection date	10/02/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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 requires improvement

- Children are happy and settled within the nursery. They have warm, encouraging relationships with the practitioners and are confident learners.
- Practitioners' knowledge of child protection is sound, they are aware of what would cause them to be concerned and who to report these concerns to in order to keep children safe.
- Children's mathematical development is well supported within the nursery through a well-resourced environment and the use of mathematical language in conversations.

It is not yet good because

- The quality of teaching is variable. Practitioners do not always maximise opportunities to extend children's thinking and learning, to ensure that they make the best possible progress.
- Practitioners do not always remember to take a first-aid kit on walks around the local area to ensure that they can promptly provide children with appropriate treatment in the event of an accident or injury.
- Children are not always given consistent messages about healthy practice at mealtimes and the potential risk of cross-contamination is not fully minimised.

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 had a tour of the nursery.
- The inspector observed play activities in both the indoor and outdoor environments, and attended an outing with the staff and children around the local community.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held a meeting with the manager.
- The inspector checked the suitability, qualifications and training of all staff in the nursery.
- The inspector read the nursery's self-evaluation form and a range of policies and procedures.
- The inspector looked at children's assessment records and planning documents.
- The inspector spoke to parents and has taken account of their views.

Inspector

Katherine Hurst

Full report

Information about the setting

Phoenix Nursery was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a detached premise in the Stevenage area of Hertfordshire and is managed by a private individual. The nursery serves the local area and is accessible to all children. It operates from one large room and there is a fully enclosed area available for outdoor play. The nursery employs five members of childcare staff. Of these, three staff are qualified to degree level, including one with Early Years Professional Status. Three other staff have an appropriate qualification at level 3. The nursery opens Monday to Friday for 49 weeks of the year. Sessions are from 7.45am until 5.30pm. Children attend for a variety of sessions. There are currently 40 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- develop practitioners' knowledge and understanding to ensure that high quality teaching is in place throughout the nursery, in order to deliver the best possible outcomes for all children
- ensure that a first-aid box is accessible at all times, including on outings, with appropriate content for use with children, in order for children's health and safety to be promoted.

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

- consistently promote healthy practices at mealtimes to reduce the potential for cross-contamination and to help children learn how to keep themselves healthy from an early age.

Inspection judgements

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

Children are happy and settled within the nursery. They lead their own play and access toys independently from a wide range of resources. Practitioners regularly share stories and sing with the children to support their communication and language development. Staff talk and respond to the youngest children in the babyroom. They value the sounds they make, meaning that babies acquire a desire to talk as they know that staff listen to

them. During exercise classes practitioners support children to develop their listening skills by giving the children instructions. For example, children are asked to move in a variety of ways before stopping at random intervals. Children feel confident to share their thoughts and ideas, and practitioners respond sensitively when they suggest that the Gruffalo is living in the woods near the nursery. However, on occasion, some practitioners do not maximise opportunities to extend children's thinking by asking open-ended questions and engaging in purposeful conversations. Consequently children's learning and development is not always supported effectively due to the inconsistency in the quality of teaching. As a result, children's progress is satisfactory rather than good.

Practitioners support children who have English as an additional language. One practitioner has a specific qualification in speech and language and she shares her knowledge with colleagues to support the children in their communication and language development. Other support systems are in place, for example, the use of picture cards and dual language books. Instructions and examples of how to communicate with children who have English as an additional language are displayed on the walls within the nursery. Consequently, all children make suitable progress in their communication skills. Children in the two older age groups enjoy a 'colour walk' around the local community and get themselves ready by putting on their own wellington boots. Consequently, children learn to be independent. Practitioners supply the children with clipboards, paper and pencils, and encourage them to write down the colours that they see. Children are able to name a range of colours and make marks on the paper to represent words and develop their early writing skills. Practitioners support children's mathematical development effectively through such activities and a well-resourced environment. For example, children are asked to count how many colours they can see during the colour walk, they create their own number line using their foot-prints before comparing sizes and measure themselves using wool. Practitioners use mathematical language in conversations with children such as, tall, short and one more. This supports children in their literacy and mathematical knowledge in preparation for further learning in school. Overall, children make steady progress from their starting points.

Practitioners regularly observe children and use these observations to create next steps in their learning and development dependent on their individual needs. They benchmark children's progress against the early years outcomes and share this information with parents during daily feedback, and at termly parents evenings. Practitioners have developed strong partnerships with parents. They share ideas with parents about how they can support their child's learning at home and, equally, parents are asked to contribute to their child's learning within the nursery. This promotes a shared approach to developing children's skills.

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

Practitioners generally encourage children to be healthy. They remind them to wash their hands prior to eating and after using the toilet. However, practitioners do not always take the opportunity to develop children's understanding of the importance of being hygienic. For example, staff are keen to follow children's home custom of eating food with their

hands. However, children are allowed to serve food with their hands and share a bowl of houmous which they repeatedly dip their food into. This presents a risk of cross-contamination. Therefore, children do not consistently learn how to keep healthy from an early age. Children play outside in the fresh air and exercise daily in the garden. They understand that after exercise it is important to drink water. The nursery provides a range of balanced meals for children to maintain their well-being. Practitioners regularly take the children for walks around the local community. However, practitioners fail to fully ensure their well-being as they do not always take a first-aid kit with them so they can respond promptly to any incidents. Children have the opportunity to develop their gross motor skills during regular exercise and dance classes. They learn how to take some risks by climbing and balancing on various equipment in the nursery environment. Resources and equipment in the nursery are of a good standard and practitioners regularly check them to ensure they are safe for the children to use.

Practitioners are warm and friendly. They are caring towards the children and have strong bonds with them. This is particularly helpful for babies who benefit from an inviting and calm environment. Practitioners have created an effective key-person system and adapt it for the children's individual needs. For example, practitioners understand that some children benefit from having the same key-person throughout the different age groups. This ensures continuity of care for children and enables their individual needs to be met. Practitioners communicate with parents daily regarding their children's care, both in the nursery and at home. When children first attend the nursery, practitioners ask parents to complete an 'All About Me' form to ensure that they have a thorough understanding of children's care needs. Children are then invited to settling-in sessions. Practitioners understand that children have individual needs, therefore, do not set a maximum number of settling-in sessions that children can attend. Consequently, children feel safe and enjoy their time at nursery. Their emotional well-being is well supported, which helps to prepare them for their next stage of learning in school.

Children are taught to have good manners and practitioners encourage them to say please and thank you consistently throughout the day. Practitioners appropriately intervene when children are having a dispute and they reinforce positive behaviour. Children learn to be polite and to play cooperatively with their peers. Practitioners encourage children to be independent by pouring their own drinks, putting on their own shoes and serving their meals. This also enables children to learn about portion control and understand how much food they need.

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

There is a breach to the safeguarding and welfare requirements of the Early Years Foundation Stage as practitioners do not ensure that there is a first-aid kit accessible at all times. Specifically, they do not always take a first-aid kit during outings to the local community. Therefore, children's safety and welfare is not fully promoted. All practitioners are first-aid trained, which enables them to respond to accidents with appropriate knowledge. Practitioners have sound knowledge of child protection. They are aware of the

signs and symptoms that would cause them to be concerned and who they should report their concerns to. All practitioners have attended safeguarding training and there is an information board in the staff room that they can access freely. Everyone who enters the nursery, including parents, are reminded of the mobile phone policy. This protects children from inappropriate use of technology. Practitioners complete daily checks of the nursery equipment prior to children entering in the morning and re-check toys at the end of the day when they are setting up for the following day. The nursery environment is suitably risk assessed to keep children safe.

The nursery benefits from excellent staff retention and a high percentage of practitioners have worked there for over five years. This gives children continuity of care. Recruitment checks ensure that all practitioners are qualified and suitable to care for children. Practitioners have the opportunity to attend training courses to extend their knowledge and professional development. One practitioner is currently studying towards a level 3 qualification. Another practitioner recently attended a mathematics training course. She shared the information with her colleagues and created a new maths area in the nursery to benefit children. Consequently, training has a positive impact on the children's learning and development. The deputy manager oversees the weekly planning to ensure that children's next steps are being planned for and she regularly check children's learning journeys. She observes practitioners and uses the feedback to inform one-to-one supervisions and annual appraisals. Practitioners are given actions to improve their practice and management support them by providing training and mentoring. However, there are inconsistencies in the quality of teaching and although management have identified some of the weaknesses, the overall monitoring of the quality of teaching has not yet been fully effective to ensure consistently good practice across the nursery.

Since the last inspection, the management team have developed their evaluation process and recognised areas that they need to improve. Practitioners have developed their partnerships with parents. For example, there is a notice board for parents in the nursery entrance and they are invited to contribute to planning. The management team also include parents in the self-evaluation process and recently lowered the nursery enrolment age from 18 to nine months at a parent's request. Practitioners have developed respectful relationships with parents, who are very happy with the care that their children receive. They state that practitioners are supportive and are always available to offer advice, for example, about eating, toileting and behaviour. Parents state they have recommended the nursery in the past and will continue to do so.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY309806
Local authority	Hertfordshire
Inspection number	862003
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	40
Name of provider	Claire Michelle Erzingher
Date of previous inspection	10/02/2009
Telephone number	01438 352366

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

