

# The Phoenix Centre

Prestwich Methodist Youth Association, The Phoenix, St. Marys Road, Prestwich, Manchester, M25 1GG

## Inspection date

14/11/2014

Previous inspection date

03/02/2012

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend	4
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## The quality and standards of the early years provision

### This provision is inadequate

- Required documentation to demonstrate that staff have undergone robust checks on their suitability for working with children are not available to be checked, which compromises the safeguarding of children's welfare.
- The manager is unable to provide evidence to demonstrate effective recruitment procedures are in place, such as reference and qualification checks. Poor organisation impacts on the smooth running of the service provided and the safety and welfare of children.
- Self-evaluation is weak. As a result, management does not fully understand the strengths or weaknesses of the setting and fail to identify targets for future improvements. As a result, they have not met all recommendations from the last inspection and children do not have daily access to outdoor play.
- The range of activities and resources provided for younger children are less extensive. As a result, younger children are not fully engaged in appropriate or stimulating activities or learning opportunities.

### It has the following strengths

- Staff have developed appropriate partnerships with parents and local schools to ensure children's learning can be complemented at home and school.
- Children are able to play, learn and socialise in a safe environment because risks have been identified and minimised through effective risk assessments procedures.

## **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 viewed all areas of the setting accessed by children.
- The inspector observed play and learning opportunities for children in the main play rooms.
- The inspector took account of the views of parents, children and staff spoken to on the day of inspection.
- The inspector carried out an interview with the manager and looked at a range of policies and procedures.

## **Inspector**

Michelle Jacques

## Full report

### Information about the setting

The Phoenix Centre was registered in 2003. It operates from a building located in the centre of St. Mary's Park in the Prestwich area of Bury. The setting is run by a committee. It is open Monday to Friday from 7.40am to 9am and from 3.30pm to 6pm, during term time only. A collection service is provided for children attending two local schools, St. Mary's and St. Hilda's. Children have access to the main hall, the community room, the computer suite and the toilets. The group uses the local park grounds for outdoor play. There are currently 42 children on roll, nine of whom are in the early years age group. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Eight staff are employed at the provision, one of whom holds an appropriate childcare qualification.

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

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

- ensure essential records relating to staff suitability are in place and available for inspection, including the criminal records disclosure reference number, the date a disclosure was obtained and details of who obtained it, for all staff
- ensure effective and robust recruitment procedures are implemented, including qualification and reference checks to verify the suitability of staff working with children
- ensure the range of activities and resources provided are suitable for all ages to maximise children's engagement and learning potential
- improve outdoor play facilities to ensure children are able to access a well lit and suitable environment outdoors on a daily basis.

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

- ensure self-evaluation procedures are robust to identify strengths and weaknesses and set clear targets for future improvements

## Inspection judgements

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

The range of activities for younger children are insufficient to meet their individual needs. Resources and equipment provided are mostly suited to older children. For example, table tennis and pool tables interest younger children but they are unable to reach the high levels of these larger play activities. Consequently, these resources do not sufficiently support younger children's learning and they occasionally lack motivation and interest as they are unable to fully participate. Therefore, younger children spend significant periods of time watching television and not interacting with alternative resources or peers. That shows younger children are happy and content, although learning and progress is not fully supported by the available resources. This affects their development and progress. Staff support children to use technology by accessing the extensive computer suite available. However, this resource is mostly reserved for older children. Staff comment, 'younger children are able to occasionally play with this equipment when the setting is quiet'. This further restricts the program of resources available for younger children to learn new skills. This affects their overall development and progress.

Staff plan play and learning opportunities to complement activities experienced by children at school. This is because links with local primary schools are good and staff share regular information with teachers and school professionals. Therefore, children are provided with a consistent and cohesive learning approach. As a result, children are happy during their time spent within the setting and quickly settle upon entry.

Staff complete written observations of children's abilities and next steps are identified. This information is used to support future planning, but this is ineffective as the range of resources and activities for younger children do not meet their interests. Parents are kept reasonably informed of children's activities and progress as staff provide verbal feedback on a daily basis. Parents comment that 'daily discussions and good links with the local schools are very reassuring'. Resources and activities are appropriately arranged and children confidently and independently choose what to do next from the limited range available. Staff encourage this decision making as children develop adequate active learning skills and have some independent choice.

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

Records to show staff are suitable to work with children were not available for inspection and recruitment procedures are not robust, compromising children's safety. Staff provide a warm, friendly and welcoming environment. Children appear happy and settled as they have developed suitable relationships with peers and staff. Children of all ages play well together and are comfortable and confident within their surroundings. Friendships are demonstrated as children enjoy sharing stories of their day with staff and peers. Staff show interest in children's comments by listening and responding appropriately developing communication and language skills. A key-person system is adequately implemented to ensure children are emotionally supported. This is further extended as staff demonstrate positive relationships with all children in their care. Overall, children are emotionally supported as staff are kind and friendly towards the children they supervise.

Children behave appropriately because staff have a positive approach towards behaviour management. They calmly request children to walk and do not run and this request is

immediately complied by children. Furthermore, staff are positive role models as they speak to children politely and offer meaningful praise and support. The building is large and children move around to play on various pieces of equipment or in different rooms. Children are always appropriately supervised and staff deployment is good, ensuring children have freedom to play independently.

Healthy eating is supported as children are provided with a range of healthy snacks. Fresh drinking water is consistently available, promoting children's health. Children are gently reminded to sit while eating to prevent choking and establish healthy eating habits, developing their knowledge of safe practices. Snack is hygienically prepared by staff who have recently attended food hygiene training. Staff diligently observe hand washing routines and safe food preparation practices. Consequently, children's health is well promoted by appropriately implemented procedures and a variety of nutritious foods. Children are unable to play outdoors during the winter months and darker evenings, impacting on their physical development. This is because the area surrounding the setting is not appropriately lit. The manager is working towards rectifying this issue to improve the programme of physical outdoor play which is currently restricted during darker evenings. Currently children are unable to access outdoor play. This was a recommendation from the previous inspection which has not been addressed. Overall, children are emotionally secure and happy during their time spent within the setting. This enables them to settle quickly and engage in the activities provided to complement learning from school.

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

The leadership and management of the setting is inadequate. Required documentation is not available for inspection and organisation demonstrated by the manager is very poor, impacting on the smooth running of the setting. This was a recommendation from a previous inspection which has not been adequately addressed. The manager cannot provide evidence of staff suitability checks, this compromises the safeguarding and welfare of children. This is a breach of legal requirements of both the Early Years Register and the Childcare Register. In addition, the manager does not adequately maintain staff files. For example, staff qualification certificates or evidence of reference information is not available during inspection. Consequently, the manager is unable to demonstrate that she undertakes effective or robust recruitment procedures, impacting on the safeguarding and welfare of children accessing the setting. Some documentation is in place to support the running of the service. The manager has a valid certificate in paediatric first aid, in order to deal correctly with any minor accidents or injuries. The manager has attended relevant safeguarding training and staff have knowledge of the procedures to follow if they have any concerns about children in their care. There is an appropriate range of written policies, procedures and risk assessments to ensure children are provided with a secure and safe environment. Staff are deployed well within the setting, ensuring children are appropriately supervised. The setting is safe and locks on all doors, ensuring the setting is secure. There are appropriate procedures for the collection of children from other settings, to further ensure children's safety. The manager understands her responsibilities to report significant events and changes in circumstances to Ofsted.

The manager uses some self-evaluation and is working to address recommendations from the last inspection. However, this process is inconsistent and weak because the manager has failed to accurately identify priorities for future improvement. This means there is no clear plan for continuous improvement. This impacts on the quality of service provided. The manager works closely with the staff team because she is included in ratios and works alongside them daily, she monitors the quality of staff practice by observation and feedback. Performance management systems are in place and staff have regular supervision meetings with the manager to discuss practice and identify training opportunities. Therefore, staff comment they feel well supported by the manager and professional development is adequate. The programme of activities provided are ineffective both indoors and outside. As a result, children progress and development is not fully considered or supported.

Partnership with parents and local schools is a strength of this setting. Links with local primary schools ensure collaborative working practices support children's learning and development. The setting liaises with school teachers to provide a consistent and shared approach to children's care and learning. Parents are provided with daily feedback and relationships with them are sufficient to ensure children are happy. Parents spoken to during the inspection comment that the service is 'safe and flexible' meeting the needs of the local families and children sufficiently.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure there are effective systems to ensure all staff are suitable to work with children which must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- ensure there are effective systems to ensure all staff are suitable to work with children which must include obtaining an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register).

## 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

<b>Unique reference number</b>	EY221563
<b>Local authority</b>	Bury
<b>Inspection number</b>	996064
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Prestwich Methodist Youth Association Committee
<b>Date of previous inspection</b>	03/02/2012
<b>Telephone number</b>	0161 253 5540

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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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