

Phoenix Pre-School

St. Augustines Church Hall, Birkbeck Road, ROMFORD, RM7 0QP



Inspection date

21 January 2015

Previous inspection date

4 December 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff are good at meeting the individual needs of children. This ensures children progress well in all areas of learning.
- Staff have built strong, caring relationships with children, which means children are happy and settled.
- Strong relationships between staff and parents further supports children's learning and development.
- Staff provide children with a good range of interesting and stimulating resources and activities. This keeps children motivated to learn.
- The manager effectively oversees the professional development of her staff team, by ensuring they have access to relevant training to further strengthen their skills and extend their knowledge.

It is not yet outstanding because:

- Staff miss opportunities to provide children with learning experiences which encourage them to explore and investigate different places and people.

What the setting needs to do to improve further

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

- extend children's learning experiences to enable them to explore and learn about different places and people.

Inspection activities

- The inspector undertook a joint observation with the manager.
- The inspector examined a range of documentation, including children's records and staff files.
- The inspector spoke to children and parents during the inspection.
- The inspector carried out discussions with the provider and staff throughout the inspection.
- The inspector observed children and staff engaged in activities.

Inspector

Caroline Preston

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff observe and assess children's abilities and strengths on entry to the setting. Therefore, they are able to offer children good learning experiences to meet their developmental needs. Staff successfully close any gaps in children's learning through skilled planning and good quality interaction. For example, they teach older children to recognise letter sounds to help them prepare for the next stage of their learning. Staff offer children a choice of creative materials, such as playdough, paint and rice activities to extend their learning experiences. Children have opportunities to construct and build using a range of play resources, while learning about shape and size. However, staff miss opportunities to widen children's knowledge of the world around them, particularly about different places and people.

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

Staff find out about children's individual needs to help them settle. This supports children well in building their confidence and self-motivation. Staff are good role models. They use good strategies to manage children's behaviour. For example, they share pictures relating to behaviour rules to enable all children, including those with different abilities to fully understand what is expected of them. Staff teach children about safety, such as road safety and safety during play. Therefore, they learn to keep safe, particularly during outdoor physical play. Staff ensure children learn to manage their own personal care needs, for example, through good hygiene routines such as hand washing. Staff have formed good links with schools to support children when they move on to full-time education.

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

The provider clearly understands her responsibilities in implementing the requirements of the Early Years Foundation Stage. She effectively monitors the delivery of learning opportunities to ensure the needs of all children are met. She implements an effective equal opportunities policy. This ensures all children and their families are welcomed and their needs identified. She works strongly with external agencies to develop plans to support children. Staff are knowledgeable in identifying any safeguarding concerns and reporting these to the relevant agencies. They complete detailed risk assessments to remove all hazards to children. Staff are deployed well to enable them to effectively supervise children. This means staff safeguard children well. Staff receive regular supervision and are offered good opportunities for further training, which drives improvement. Parents' work in partnership with staff and external agencies, if required, to support their children make progress. The strong self-evaluation process further strengthens the practice and improves outcomes for all children.

Setting details

Unique reference number	EY398208
Local authority	Havering
Inspection number	830866
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	24
Name of provider	Nicola Anne Monk
Date of previous inspection	4 December 2009
Telephone number	07768059821

Phoenix Pre-School registered in 2009 and operates from a hall in Rush Green, Havering. The pre-school opens from 9.15am to 2.45pm Monday and Thursday and from 9.15am to 11.45am on Tuesday, Wednesday and Friday, during term-time only. Children have access to a secure outdoor play area. There are currently 24 children currently on roll. The pre-school is registered on the Early Years Register. The provider employs four staff all of whom hold appropriate early years qualifications. The pre-school receives funding for the provision of free early education for children aged two, three, and four years old.

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