

Phoenix Pre-School

Riders Infant School, Kingsclere Avenue, Leigh Park, Havant, Hampshire, PO9 4RY



Inspection date

26 June 2015

Previous inspection date

19 March 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The manager failed to follow through guidance provided by Ofsted in relation to seeking suitable checks with the Disclosure and Barring Service following changes to the management. As a result, there has been a delay in new members of the management committee taking on their roles.
- Staff do not consistently provide opportunities for children to develop their skills of creativity independently, for example by extending the range of materials available.

It has the following strengths

- Staff use highly accurate assessments and observations of the children to identify their next steps in learning. Consequently, all children receive individualised support from the skilled staff team and make excellent progress from their starting points.
- Staff carry out risk assessments and supervise children closely in the indoor and outdoor environment. This keeps children safe from harm.
- Staff provide children with clear messages about acceptable behaviour. As a result, children develop good social skills and play cooperatively.
- Staff are dedicated and work well together as a team. As a result, children benefit from the consistent care they receive from the committed staff team.
- Staff have established effective partnerships with parents and other professionals. The regular sharing of information means staff continue to meet the individual learning needs of all children. This prepares children extremely well for their move to school.

What the setting needs to do to improve further

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

- ensure that action is taken as specified by Ofsted by registering correctly with the Disclosure and Barring Service as required.

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

- enhance the range of materials available to children to develop their imagination and skills of creativity even further.

Inspection activities

- The inspector took part in a joint observation and had a tour of the pre-school with the manager.
- The inspector held discussions with manager.
- The inspector talked with some children, staff and parents, and took account of their views.
- The inspector observed children and staff engaged in activities.
- The inspector looked at a range of documents, including some policies and procedures, risk assessments and records for children and staff.

Inspector
Jane Franks

Inspection findings

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

The quality of teaching is of a very high standard. Staff are highly tuned to the individual needs of all the children. They sit back and allow children time to engage in their own play and skilfully extend their learning at every opportunity. For example, when children pretended to ride on buses, staff encouraged them to think about the price of the tickets, incorporating an understanding of the world. Children have many opportunities to make marks and use a variety of writing equipment, both indoors and outside. They design their own number lines and are able to recognise some letters and words on signs around the setting. Parents speak highly of the pre-school. They comment that they are very happy with the teaching provided and the progress their children have made.

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

Staff are enthusiastic and greet children by name on arrival at the setting, promoting their emotional well-being. Consequently, children are motivated and excitedly choose from the wide range of interesting activities that promote their learning and development. However, staff do not always provide children with a range of materials to extend their skills of creativity further. Children have many opportunities for outdoor play and exercise. For example, they climb the apparatus, enjoy painting and take part in a range of construction activities. Staff encourage children to treat each other with kindness and respect. As a result, older children sit with their younger friends helping them to build towers, demonstrating how to balance the bricks on top of one another. Children develop personal responsibility and show that they understand how to look after themselves. They help themselves to drinks of water and learn that they must wear sun hats for protection.

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

The manager and staff team have an understanding of the procedures to follow in the event of any concern about a child. This keeps children safe from harm. However, the manager failed to follow appropriate guidance provided by Ofsted, which led to a delay in the nominated person and new committee members taking on their new roles and responsibilities in managing the pre-school. This has not had any significant direct impact on children's well-being or safety. Staff receive regular supervision and discuss children's progress and their professional development. Their commitment to continuous professional development has a positive impact on the quality of teaching. For example, staff attended training on mathematical development to enhance their provision for teaching in this area. The manager checks the progress of groups of children and, as a result, the staff team act quickly to address any emerging gaps in the educational programme. As a result, all children, including those who have additional needs, make outstanding progress.

Setting details

Unique reference number	507939
Local authority	Hampshire
Inspection number	842260
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	100
Name of provider	Phoenix Pre-School Committee
Date of previous inspection	19 March 2009
Telephone number	023 92498500

Phoenix Pre-school opened in 1981. It operates from a purpose-built building on the site of Riders Infant School, situated in Leigh Park, Portsmouth. The pre-school is open each weekday from 8.50am to 11.45pm and 12pm to 3pm during term times. The pre-school is in receipt of funding for the provision of free early education for children aged two-, three- and four-years-old. The committee employs a qualified manager and seventeen other staff, who work directly with children. Sixteen members of staff hold appropriate early years qualifications at level 3 or above.

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