

Phoenix Nursery

Fry Road, Stevenage, Hertfordshire, SG2 0QG



Inspection date

22 July 2015

Previous inspection date

2 September 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
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:

- Children are often told to stop the purposeful activities in which they are engaged. Their learning is interrupted so they do not consistently make good progress.
- Children are not learning to be independent as quickly as possible because practitioners direct them too frequently to enable them to identify their own personal care needs.
- Self-evaluation is not robust enough to identify and tackle all of the weaknesses in practice.

It has the following strengths

- Children enjoy the activities and are eager to get involved in the play experiences on offer.
- Children's speaking and listening skills are developing well. There is useful information available to guide practitioners in using a wide range of teaching strategies to promote this aspect of children's development.
- The relationships with families remain a key strength of the nursery. Friendly and helpful practitioners keep parents informed about children's day-to-day experiences and their progress in learning.
- All practitioners understand the child protection procedures. They know who to speak to if they have concerns. They understand the process for recording and reporting concerns in a timely manner to the appropriate authorities.

What the setting needs to do to improve further

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

- review the practice to ensure children have the time to develop their ideas, to explore things for themselves and to conclude their activities, so that they make good progress.

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

- provide children with more opportunities to determine their own personal care needs
- review the self-evaluation procedure to ensure all weaknesses are clearly identified and addressed through robust action planning.

Inspection activities

- The inspector observed activities in the playroom, baby room and garden. She conducted a joint observation with the Early Years Professional.
- The inspector, practitioners and children had wide-ranging discussions at appropriate times during the inspection.
- The inspector looked at documentation relating to the management of the setting, including safeguarding, children's progress and self-evaluation.
- The inspector took account of the views of parents spoken to at the inspection.
- The inspector checked the evidence of the suitability and qualifications of practitioners working with children.

Inspector

Alison Reeves

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children are not developing as rapidly as possible. The teaching does not consistently support children to develop their thoughts and ideas. Practitioners often interrupt children's experiences by requesting they move to other tasks despite them being actively engaged in learning. Practitioners plan some exciting experiences for children. The many photographs show the enjoyment children and their families gain from the outings. Practitioners consider the needs of the youngest children when organising space. They make sure small children can reach the toys easily. Practitioners observe children as they play. They use children's interests to plan further experiences. Children's development when they start nursery is at the expected level for their age and they are generally continuing to achieve in line with their age until they leave. Children have a positive attitude to learning and are beginning to develop some of the skills they need for their future learning in school. Parents say they are well informed about their children's activities and practitioners provide ideas for things to try at home to support children's learning.

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

Children are not always able to develop their independence. Practitioners frequently tell children when to use the bathroom so children do not learn to take responsibility for their own needs. However, practitioners do communicate clear messages about health and hygiene. Children's behaviour is generally good. They develop an understanding of the rules and expectations. Children develop friendships and enjoy being able to work together at activities like the box play and the sand. Children are confident and proud of what they can do. Practitioners use praise and encouragement effectively to build children's self-esteem and they understand children's individual personalities. Children eat healthy meals and snacks. The oldest children demonstrate their hand control as they pour out drinks from the jugs and serve their meal from the dish. Children have daily fresh air and exercise in the garden.

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

Despite the well-qualified team of practitioners, the quality of teaching is variable. The team are not meeting all of the learning and development requirements. The programme of supervision and professional development through training and coaching is not helping practitioners to improve quickly enough. The team reflect on their practice but are not identifying all of the weaknesses or putting in place the planned improvements to secure these as fast as possible. Practitioners make sure the environment is safe and secure. They ensure they take the necessary equipment with them on outings so they can deal with minor accidents or emergencies. Managers ensure new practitioners have appropriate qualifications and experience. They support their gradual integration into the team with a suitable induction programme. Practitioners understand their specific roles and responsibilities and meet the safeguarding and welfare requirements.

Setting details

Unique reference number	EY309806
Local authority	Hertfordshire
Inspection number	1010760
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 7
Total number of places	26
Number of children on roll	39
Name of provider	Claire Michelle Erzingher
Date of previous inspection	2 September 2014
Telephone number	01438 352366

Phoenix Nursery was registered in 2005. The nursery employs five members of childcare staff. All five hold appropriate early years qualifications at level 2 and above, including one with Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.gov.uk/government/organisations/ofsted

© Crown copyright 2015

