

# Phoenix Pre-School

St Mary's Primary School, Brampton Road, Melton Mowbray, LE13 0NA



## Inspection date

2 November 2015

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff are good teachers and plan individual learning programmes for children. This means children are provided with a challenging range of activities that help them to make good progress in their learning and development.
- Staff work closely with parents and share their children's progress with them. Parents contribute to their child's development folders, which helps them to support their children's learning at home.
- All staff receive regular supervision and appraisals which ensure they are able to develop their skills further. This maintains the good quality of teaching because staff continually extend their knowledge of how children learn.
- Children are happy and relaxed within this bright and welcoming pre-school. They form strong attachments with staff, which helps them to settle quickly and enjoy their learning.
- The pre-school provides children with an environment that is well organised and stimulating. Resources are used well to promote children's independence and enjoyment.
- Staff provide children with plenty of opportunities for fresh air and exercise. Staff demonstrate a good understanding of how to manage children's behaviour and they play together well.

### It is not yet outstanding because:

- Staff do not always clearly identify when children have achieved their next steps in learning or whether they need more time to become secure in their abilities.

## What the setting needs to do to improve further

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

- strengthen the quality and use of assessments so that staff are able to clearly identify when to move children on, in order that children securely develop new skills and make more rapid progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school provider.
- The inspector held a meeting with the pre-school provider and looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector sampled relevant documentation, including policies and procedures, and the qualifications for all staff members.

### Inspector

Tracey Hobbs

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders and managers demonstrate clear motivation to continually develop the pre-school, in order to improve outcomes for all children that attend. Safeguarding is effective. Staff have attended training and can clearly explain how they would deal with any concerns about a child's welfare. Robust policies and procedures are in place, understood and adhered to by all staff, and shared with parents. The professional development of staff is given high priority. Staff receive regular supervision sessions and are given time to observe each other's practice to learn from each other's strengths. This helps to improve the quality of teaching across the pre-school. Staff have good relationships with parents and a two-way flow of information between the pre-school and home is established. The pre-school has also developed good partnership links with the host school and other nurseries. Information is regularly shared so that children receive continuity within their learning.

### Quality of teaching, learning and assessment is good

Children are making good progress in their learning and development. Staff provide appropriate activities and make observations and assessments of children's progress. Staff know their key children well and are able to explain the stage in their learning that they have reached. There is a system of tracking in place to ensure no child falls behind in any area of learning, and an initial assessment is completed with parents. However, staff do not always promptly identify when children have achieved their next steps in learning or whether they need more opportunities to consolidate their skills to ensure children make the best possible progress.

### Personal development, behaviour and welfare are good

Children are happy and enjoy their time at the pre-school, especially outdoors. Staff actively use the outside areas, school grounds and local community to enhance children's learning. Children enjoy the outside learning den. They love planting and growing fruit and vegetables to harvest for their snack time. All staff have high expectations of behaviour and are consistent in their approach. As a result, children's behaviour is excellent and effective friendships are being made. There is a well-established key-person system. Children and staff have good bonds and attachments. Staff work extremely well together and children are happy, content and secure.

### Outcomes for children are good

All children are making good progress in their learning and development. Educational programmes are varied and stimulating, which means that children are interested in what they are learning. Children make independent decisions about their play and learning. They are developing the skills needed for their future move on to school.

## Setting details

<b>Unique reference number</b>	EY479743
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	982550
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Julie Halliday Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01664 562500

Phoenix Pre-School has been operating since 1991. It registered again in 2013 following a change of provider. The pre-school employs five members of childcare staff. They all hold appropriate early years qualifications at level 3. Sessions are Monday, Tuesday and Friday, from 9.30am until 12.30pm, and Thursday and Wednesday from 9.30am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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