

# Phoenix Playmates Nursery

Nailsworth Primary School, Nympsfield Road, Forest Green, Nailsworth, Stroud,  
Gloucestershire, GL6 0ET



## Inspection date

9 March 2016

Previous inspection date

17 May 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 use effective teaching methods to support children. They plan carefully for children's learning needs. Children make good progress from their starting points.
- Children relate well to each other and to the staff around them. They develop good social skills.
- The manager evaluates the setting well. She identifies areas for development and makes focused improvements. This has a positive impact on children's learning experiences and the progress they make.
- The manager monitors staff performance through targeted and regular supervision meetings. This helps her to identify training programmes in direct response to children's needs.
- Partnerships with parents, other providers and professionals are well considered and effective. They provide children with continuity in care and learning, which helps to promote their progress and development.

### It is not yet outstanding because:

- Occasionally, staff miss opportunities to fully extend children's thinking during everyday play situations, to help them make the best progress possible.
- At times, children's play is unnecessarily interrupted. This sometimes hinders their ability to explore and fully develop their ideas.

## 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 thinking more consistently during everyday play situations to help them make even better progress
- give children more time and opportunity to fully explore and develop their ideas while they play.

### Inspection activities

- The inspector sampled a range of documents including children's learning journals.
- The inspector spoke with children and parents and took their views into account.
- The inspector observed interactions between children and staff, inside and outside.
- The inspector conducted a joint observation with the manager.
- The inspector conducted a leadership and management meeting with the manager.

### Inspector

Angela Cogan

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff effectively promote children's safety and welfare. For example, children are reminded to play safely when they go splashing around outside in the puddles. The manager and her team understand child protection issues and the procedures to follow if they have concerns. The manager identifies staff training programmes that are in direct response to children's interests and needs. For example, staff have improved their interactions with children since training and now value watching and listening to children at play. The manager uses her qualifications and experience well. She builds strong relationships with parents and this has a particularly positive impact on those children with special educational needs.

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

Children are motivated to find out more and are excited by the learning opportunities available to them. For example, they visited the gym and learnt to think about 'fast' and 'slow' and to carefully make different shapes with their bodies. Staff ably extend activities to help children learn. For example, children made footprints in paint with dinosaurs and staff drew their attention to the size and shape. The manager and staff make detailed observations and assessments of children's achievements, and plan activities in response to their learning needs. Children's progress is effectively tracked and any gaps in development are promptly identified and targeted. The manager and staff make effective use of funding to ensure that all children make good progress from their starting points. For example, they are using funding to take part in a programme to enhance the quality of the teaching of mathematics.

### Personal development, behaviour and welfare are good

Children consistently treat others in a kind and thoughtful way. They work with growing levels of independence and communicate well with each other. For example, children talk with each other at snack time and butter their own crackers. Children make independent decisions about where they want to play. For example, they choose from a well-resourced role-play area and learn to think about measure and size with different lengths of paper. Children benefit from lots of fresh air and well-planned outdoor experiences, even in bad weather. They feel confident and happy and achieve well. This is aided by positive relationships and firm attachments with each child's special key person.

### Outcomes for children are good

Children develop key skills that will help them continue to learn at school. They operate and play with confidence, and have good social skills. Children enjoy the activities on offer and are keen to take part. For example, they move to music enthusiastically and learn a variety of action songs.

## Setting details

<b>Unique reference number</b>	101852
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	824674
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Phoenix Playmates Committee
<b>Date of previous inspection</b>	17 May 2011
<b>Telephone number</b>	01453833511

Phoenix Playmates opened in 1991 within the grounds of Nailsworth Primary School, in the Forest Green area of Nailsworth. In September 2010 the provision relocated to a refurbished ground floor unit within the school, with a separate room for children. The group is open from 8.45am to 3.30pm Monday to Friday during term-time. The group employ seven members of staff who work directly with the children. Of these, four hold relevant level 3 qualifications, one a level 2 qualification and two members of staff are qualified teachers.

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