

Phoenix Pre-school

Phoenix Community Centre, Crookhorn Lane, Waterlooville, Hampshire, PO7 5QB



Inspection date

21 April 2016

Previous inspection date

26 September 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- The owner and manager have monitored and evaluated the pre-school's service effectively, and made improvements to it since the previous inspection. These positive changes have lifted the pre-school's overall quality to a good standard.
- The owner encourages professional development and many staff have gained further qualifications. Staff make good use of their new knowledge and skills when teaching.
- Children choose from a wealth of enticing activities, particularly indoors. They become absorbed in these and concentrate well. Children progress well and thoroughly enjoy their learning. They learn to be tolerant and to accept differences.
- The promotion of equality is a notable strength of this pre-school. Staff make sure that every child can take part in all experiences that match individual learning and development needs. Staff work closely with the children's parents and carers to achieve this outcome and to meet each child's needs effectively.
- Children benefit from warm relationships with the cheerful and enthusiastic staff who are good role models to them, which helps the children behave extremely well.

It is not yet outstanding because:

- Popular adult-led activities are not organised to make sure that every child benefits fully from them.
- Staff do not always make sure that all parents know how to help their children's specific individual learning at home.

What the setting needs to do to improve further

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

- check that staff prepare and manage adult-led activities as well as possible to help children get the most from them
- make sure that parents know how they can best support their children's next steps in learning at home.

Inspection activities

- The inspector observed the quality of staff teaching and its impact on the children's learning, and undertook a joint observation with the manager.
- The inspector sampled a range of documentation relating to safeguarding, risk assessment, the appointment of suitable staff and children's records.
- The inspector looked at the electronic assessment system.
- The inspector looked at the range and quality of resources, inside and outside.
- The inspector spoke with some parents to gain their views and took these into account.

Inspector

Rosemary Davies

Inspection findings

Effectiveness of the leadership and management is good

The owner and manager are well aware of their responsibilities and ensure that staff implement the pre-school's policies. For example, staff know that personal mobile phones are not used at work and that children's photos are taken only on the pre-school's tablet device. The owner has robust systems for retaining suitable staff. For example, initial references are taken up and staff have monthly reviews during which they sign to confirm their continued suitability to work with children. Safeguarding is effective. Staff understand the steps to take if they have concerns about a child's welfare. Extra funding is obtained to provide specialised equipment, which is used well to support learning.

Quality of teaching, learning and assessment is good

Staff know each child well through discussions with parents and carers, and their own careful observations of children's play. They plan interesting activities that help all children move on progressively in their learning. Staff have high expectations of each child and adapt activities so that all can participate regardless of any specific needs. For example, they provide low-level shelving to help the younger children choose activities easily. Staff adapt their questioning skilfully during activities to extend children's learning. For example, children considered why pasta would not pass through a funnel but lentils did, declaring that this was because, 'they're smaller'. Overall, good attention is given to children's speech and language development, with useful individual support.

Personal development, behaviour and welfare are good

Children play happily in a welcoming and stimulating environment. They are helpful to each other and know that not everyone is the same; for example, not everyone eats the same food. Older children express their views confidently, such as explaining that they like George the guinea pig because it, 'doesn't bite'. Children trust the staff to meet their physical requirements, which staff do with great sensitivity, including for the children with specific needs. Children learn about healthy eating as they competently cut up fruit for their snacks. Leaders realise that more work is required to extend children's understanding of healthy lifestyles and, for example, they have plans to promote better understanding of dental health and the healthy content of children's lunch boxes.

Outcomes for children are good

All children, including those with special educational needs and disability, make good progress from their starting points. Children have positive attitudes to trying new experiences. They quickly grow in personal independence, and proudly show their creations. Older children can count and add one more. They try to write their names, and name and sound out many letters of the alphabet. They enjoy listening to stories. They learn to take turns and to play amicably with others in readiness for school.

Setting details

Unique reference number	EY459482
Local authority	Hampshire
Inspection number	1028706
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	36
Number of children on roll	39
Name of provider	Rebecca Warren
Date of previous inspection	26 September 2013
Telephone number	07590 668 451

Phoenix Pre-school registered in 2013. It is located in Crookhorn, Hampshire. The pre-school is open each weekday during school terms from 9am to 3pm. The pre-school is funded to provide free early education for children aged two, three and four years. There are nine staff, of whom all but two hold relevant early years qualifications.

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