

Phoenix Pre-School

Riders Infant School, Kingsclere Avenue, Havant, Hampshire. PO9 4RY



Inspection date	15 June 2016
Previous inspection date	26 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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

- Children thoroughly enjoy their time at pre-school. They benefit from very close relationships with the staff and good support for their learning and development. As a result, children make good progress and start school ready to learn.
- The quality of teaching is good. Staff are skilled practitioners who clearly understand how children learn through play, both inside and outside.
- The pre-school manager works tirelessly to support the staff and improve the provision. She regularly monitors the quality of teaching and helps staff to develop their skills.
- Pre-school staff work very closely with the linked school and other local schools. They share important information about children's learning and the progress they make. As a result, Reception teachers gain a good understanding of each child's personal needs and this helps children to settle quickly when they move on to school.

It is not yet outstanding because:

- Very occasionally, targeted strategies to support children's speech and language development have not always started promptly when children first join the 'Little Room'.
- Senior staff are only just beginning to monitor the rates of progress different groups of children make.

What the setting needs to do to improve further

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

- improve teaching even further to address any delays in the youngest children's communication skills at the earliest opportunity to make sure any gaps in children's learning close at a rapid pace
- make better use of assessment information to demonstrate how gaps in different groups of children's learning close.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outside.
- The inspector talked to staff at convenient times during the session about how they plan for children's individual learning needs and keep children safe.
- The inspector carried out a joint observation with the pre-school manager to evaluate the quality of provision.
- The inspector held a meeting with the pre-school manager and the chairperson of the management committee.
- The inspector sampled a range of documentation, including confirmation of staff qualifications and training, suitability checks, records of children's learning and progress, and safeguarding documents.

Inspector

Jo Caswell, Her Majesty's Inspector

Inspection findings

Effectiveness of the leadership and management is good

The pre-school is led by a strong and effective manager. New members of the management committee are taking an active role in contributing towards the ongoing development of the pre-school. Procedures for monitoring staff practice are good. The manager has an accurate view of each staff member's strengths and development points. Supervision meetings and annual appraisals mean staff regularly reflect on their practice and identify their own training needs. The leadership team regularly monitors the progress individual children make and uses funding appropriately to support children's individual learning needs. Safeguarding is effective. Children's safety and security is given high priority and staff are fully aware of their responsibilities in supporting children's welfare.

Quality of teaching, learning and assessment is good

Staff make learning fun and plan a wide range of stimulating, challenging activities. Children benefit from plenty of individual attention from staff who are skilled in supporting their learning. Staff speak to children clearly; they ask questions which encourage children to think and they develop children's knowledge through practical experiences. For example, in the 'Big Room' children played games with objects to help them learn the concepts of 'behind', 'in front of' and 'next to'. In the 'Little Room', staff are skilled in building children's social skills. They help them learn to play with their friends and develop their independence.

Personal development, behaviour and welfare are good

Children know the staff well and build positive relationships with them. As a result, children feel settled and secure. When the doors are opened between the two rooms and the outside area, even the youngest children are confident to explore all areas freely. Staff take time to get to know each child and family and respect them for their individuality. This creates a very positive, inclusive environment within the pre-school where each child feels valued. Staff help children develop a good awareness of safety. For example, every day a child from each room assists a staff member in recording a risk assessment of the outside area. Children's behaviour is consistently good. They play well together and staff act as positive role models, helping children to understand acceptable boundaries. Children's health and well-being is promoted well. The well-resourced outside area encourages children to be physically active.

Outcomes for children are good

All children make good progress in their learning and development from their individual starting points. Those who need extra help are generally supported well and staff work closely with other agencies to provide targeted help. As a result, children develop important skills which help them become ready for their transfer to school. For example, they show interest in all activities; they concentrate well, ask questions and develop a very positive attitude towards learning.

Setting details

Unique reference number	507939
Local authority	Hampshire
Inspection number	1037429
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	50
Number of children on roll	89
Name of registered person	Phoenix Pre-School Committee
Registered person unique reference number	RP519745
Date of previous inspection	26 June 2015
Telephone number	02392498500

Phoenix Pre-School has been established since 1981. It operates from a purpose-built building on the site of Riders Infant School, situated in the Leigh Park area of Portsmouth. The pre-school is open each weekday from 8.50am to 11.45pm and from 12pm to 3pm during term times. Funding is accepted for the provision of free early education for children aged two, three and four years. A team of 14 staff work with the children, all of whom are qualified in early years. The manager is qualified to foundation degree level.

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