

# Phoenix Pre-School/Under 5's



Park Grove Primary School, Dudley Street, The Groves, York, North Yorkshire, YO31 8LP

**Inspection date** 20 January 2017  
Previous inspection date 4 February 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 recently appointed manager is a well qualified and passionate early years practitioner. She works in a strong and effective partnership with the committee. Together the management team plans for improvement, to ensure that standards of education and care are high and that every child's needs are met.
- Staff are well qualified and teaching is good. The developmentally appropriate learning environment sparks children's interest as they enter the setting and they are quickly involved in play with their friends. All children progress well from their starting points.
- Parents are partners in learning; they feel well informed about children's progress and know what they can do to support learning. Staff ensure that children's daily achievements are celebrated with parents and this helps children to feel valued.
- Children are happy and behave extremely well. Staff have high expectations of all children and help them to understand and follow rules and routines. They ensure that children think about the needs of others, show kindness and are polite.
- The outside spaces are well used by children, who develop increasing confidence in their physical ability. Children learn how to assess risks and stay safe.

### It is not yet outstanding because:

- Continued professional development is not yet focused closely enough on raising the quality of teaching to the highest level.
- The management team does not always make the best possible use of feedback from parents and staff to help them shape their plans for improvement.

## What the setting needs to do to improve further

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

- seek professional development opportunities to complete and improve the already good teaching even further
- enhance the already good improvement planning to ensure that it always takes into account the views of parents and staff.

### Inspection activities

- The inspector viewed all areas of the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the setting manager.
- The inspector held a meeting with the setting manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Julia Matthew

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective and safe recruitment systems are in place. The setting is kept secure and staff are vigilant as children play. Policies and procedures are robust and evident in practice. Staff know the signs of abuse and neglect. They know what to do if they have a concern about a child's welfare or development. Children's progress is tracked and used to plan for any gaps in their learning. Where it is evident that children have specific needs, staff act swiftly. They work in effective partnerships with other professionals and parents to meet children's needs. Good communication with other settings helps children to move between learning environments with ease. Partnerships with school staff are excellent.

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

Staff use observations of children's learning to make accurate assessments of their progress and to plan for their individual needs. They successfully help children learn what they need to next. Staff use different teaching strategies to meet children's different learning styles. They plan activities for individual children as well as for small and large groups. The whole class enjoy using dough as they practise small-muscle skills. They manipulate it into different shapes, in rhythmical motions, as music plays. Staff support language development well. They use a range of new vocabulary with explanations as they pretend to be on a train journey. Children respond well and play imaginatively, making decisions about their destinations and reasons for travelling. Outside, staff work with individual children, encouraging them to throw beanbags at targets and helping them to develop increasing precision. Children are well supported to develop skills and knowledge across all areas of learning.

### Personal development, behaviour and welfare are good

Staff help children to settle when they first start in the setting. Parents share information with staff about children's care needs, progress and interests. This helps them to plan appropriate activities which children are excited to do. The learning environment is organised to help children make independent choices in their play. They confidently lead their own learning, explore and investigate the world around them. Children are well supported to develop good hygiene routines. They help with tasks in the setting, such as snack preparation. Children learn how to use knives safely, peeling and cutting a range of fruits. They pour drinks and serve themselves. Staff teach children how to be healthy.

### Outcomes for children are good

Children are keen to learn and try new experiences. They play cooperatively and engage well in large and small-group activities. They all make good progress. Children in receipt of funding and those who have special educational needs or disabilities make rapid progress from their starting points. Children who enter the setting with below expected levels of communication and language become confident communicators. Children are well supported to be emotionally ready and prepared with the key skills they need for school when it is time for them to move on.

## Setting details

<b>Unique reference number</b>	321586
<b>Local authority</b>	York
<b>Inspection number</b>	1064113
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Phoenix Pre-School/Under 5's Committee
<b>Registered person unique reference number</b>	RP518367
<b>Date of previous inspection</b>	4 February 2013
<b>Telephone number</b>	01904 554494

Phoenix Pre-School/Under 5's was registered in 1998 and is situated on the site of Park Grove School, York. The setting employs seven members of child care staff. Of these, all hold appropriate early years qualifications at level 3. The setting opens from 8:45am to 11.45am and from 12.15pm to 3:15pm on Monday to Friday, term time only. Children can also choose to stay for lunch from 11.45am to 12.15pm. The setting provides funded early education for 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](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

