

Phoenix Pre-School

Phoenix Pre School, Moose Hall, Leigh On Sea, SS9 1SY



Inspection date	26 January 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The supervision of staff practice does not focus enough on improving their personal effectiveness in teaching.
- On occasions, staff do not fully support children to learn how to manage their own feelings and behaviour.
- Activities are not always planned effectively to meet and challenge the needs of the children involved to fully support them to make good progress.
- The monitoring of the achievements of different groups of children is not yet precise enough to help staff in targeting teaching more effectively and to support all children to make good progress.

It has the following strengths

- The management team demonstrates a commitment and ability to make the necessary changes to bring about improvement.
- The management team uses additional funding well to enhance children's understanding of being healthy and their physical development. For example, outside sports coaches are brought into the pre-school to encourage children to take part in activities, such as football, basketball, gymnastics and yoga.
- Parents speak positively about the pre-school. They feel involved and included in their children's learning and they comment on how their children are prepared for school.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve supervision arrangements to provide a clear programme of support to help raise the quality of teaching	23/03/2017
■ use observations and assessments to consistently provide challenging activities that engage children's interests, build on what they already know and help all children to make good progress	23/03/2017
■ support children to learn how to manage their own behaviour and feelings.	23/03/2017

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

- monitor the progress made by different groups of children so that any variations in learning are quickly identified and addressed to increase the potential for all children to make good 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Tina Mason

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The pre-school has good systems to check that staff are suitable to work with children. All staff have a secure knowledge of child protection procedures. Appropriate systems are in place to assess children's progress. However, these are not used effectively to provide a programme of learning that consistently engages all children's interests and supports their progress. The manager is involved in the care of children and is able to observe and mentor staff. However, she does not use this opportunity to best effect to tailor staff supervision to identify aspects of teaching that require further improvement. There are secure links in place with local schools. Information is shared about children's learning and development to support continuity in learning.

Quality of teaching, learning and assessment requires improvement

Staff use observations and assessments to monitor children's development and identify the next stages in their learning. However, the information gathered is not always used to plan activities that will challenge all children and help them to make good progress. For example, the activities set out during the afternoon session do not reflect the quality and quantity of activities set out during the morning session. As a result, children lose interest and opportunities to support their learning are missed. Some teaching is good. Staff engage children and use some effective questioning and dialogue to support and extend their learning. For example, they discuss what might happen if they mix two different colours of paint together while creating colourful pictures. Children take part in group games that support their speaking and listening skills. They go on outings in the local area and learn about the community and world around them.

Personal development, behaviour and welfare require improvement

Children are greeted warmly as they arrive. Staff make children and parents feel welcome. Resources are available to support children's progress in all areas of learning. However, the activities set out do not always engage children in active learning. As a result, some children become distracted and misbehave. Children are encouraged to share and take turns during their play. However, on occasions, staff do not effectively support some children to manage their feelings and behaviour. Staff promote healthy lifestyles. For example, children enjoy regular fresh air and exercise and are offered nutritious snacks. This helps to promote their physical well-being.

Outcomes for children require improvement

Some children make steady progress and generally reach typical levels of development for their age. However, not all children are fully supported in their learning because activities do not always provide sufficient challenge. Children are provided with opportunities to develop their early writing skills. They make marks when playing with chalks and other writing tools. Children enjoy counting and developing their mathematical thinking.

Setting details

Unique reference number	EY479985
Local authority	Southend on Sea
Inspection number	991738
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	21
Name of registered person	Phoenix Preschool Limited
Registered person unique reference number	RP533855
Date of previous inspection	Not applicable
Telephone number	07742 515010

Phoenix Pre-School was registered in 2014. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 2, 3 or 5. The pre-school opens from Monday to Friday, term time only. Monday, Tuesday, Wednesday and Friday sessions are from 9.30am until 12.30pm and Thursday sessions are from 9am to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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