

# Phoenix Childcare

Gaudet Luce Golf Club, Middle Lane, Hadzor, DROITWICH, Worcestershire, WR9 7JR



<b>Inspection date</b>	27 January 2017
Previous inspection date	13 December 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

- Staff use good teaching skills. They play alongside children and skilfully interact with them to help to extend their learning. Staff provide a stimulating environment with a wide range of resources that engages children in their learning.
- Children enjoy the time they spend at the welcoming and friendly nursery. The key-person system is effective and the bonds between staff and children are very good. Staff respond well to the individual needs of children, helping to promote their confidence and emotional well-being.
- Self-evaluation is used effectively to monitor practice and identify strengths and weaknesses of the provision. Managers regularly seek and act upon the views of staff, parents, children and other professionals, helping to maintain good practice.
- Partnerships with parents are strong. Staff provide them with daily verbal or written feedback about their child's day in the nursery. This helps to keep parents well informed and means they are able to continue with their child's learning at home.

### It is not yet outstanding because:

- Staff do not always build fully on all opportunities to promote children's emerging writing skills throughout the day.
- Staff do not always focus on incorporating children's next steps for learning during daily activities, in order for them to be able to make outstanding progress in their development.

## What the setting needs to do to improve further

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

- find more ways to promote children's mark-making opportunities to help further develop their early writing skills
- focus more on incorporating children's identified next steps for learning into daily activities to help raise the potential for them to make even better 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 completed joint observations with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as children's records and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Amanda Tompkin

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Robust recruitment and selection procedures ensure that staff are suitably vetted and children are safeguarded. Good induction procedures ensure that new staff are aware of their role in protecting children. All staff are aware of the correct procedures to follow to report concerns about children's welfare. Staff are supported in their professional development. They have opportunities to further their training and receive guidance and coaching from the manager, positively impacting on the quality of teaching. Staff report that they feel very supported in their role. Parents express their utmost satisfaction with the care and learning opportunities their children receive. They say that their children are settled at the nursery and staff are kind and caring.

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

Staff use regular assessments of children's development to identify any gaps in learning. These help to ensure that no child gets left behind. Staff plan and organise relevant activities that are matched to children's individual interests. Children use their imaginations as they pretend to organise a picnic in the home corner. They cooperate with each other and take turns at pouring the 'tea' from the toy teapot. They squeal with delight as they explore new textures, such as foam. Staff engage well with them and ask questions to help to extend their learning. Shyer children are encouraged to take part in activities in a sensitive and gentle way. Children's speaking and listening skills are promoted well. Staff working with older children introduce new words to them as they play. They engage them in meaningful conversations throughout the day. Babies emerging speech is supported because staff model speech well. They talk and sing to them during daily routines, such as nappy changes. Staff encourage children to develop their physical skills throughout the day with regular opportunities to spend time outside. Children show great delight in the garden as they play chasing games with staff.

### Personal development, behaviour and welfare are good

Children behave well at the nursery. They learn to share, take turns and be kind to one another. Staff act as good role models; they give children praise and positive encouragement throughout the day. Children's health is given good consideration. They are learning the importance of following good hygiene routines. For example, they readily make their way to the bathroom to wash their hands after playing outdoors. Meals are provided onsite and are balanced and nutritious.

### Outcomes for children are good

Children are becoming independent. They confidently manage to put their outdoor clothes on before going to play in the garden. They enjoy dancing to music and confidently move around the room, making choices in their play. All children, including those in receipt of funding, make good progress in their learning and development. Children who have special educational needs or disabilities catch up quickly due to the effective interventions and support provided by staff. Children are well prepared for their next stage of learning, including making the move to school.

## Setting details

<b>Unique reference number</b>	EY454338
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	1066392
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	90
<b>Number of children on roll</b>	93
<b>Name of registered person</b>	Gaudet Luce Limited
<b>Registered person unique reference number</b>	RP531992
<b>Date of previous inspection</b>	13 December 2013
<b>Telephone number</b>	01905 793 950

Phoenix Childcare was registered again in 2012. The nursery employs 21 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 and four at level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disabilities.

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