

Phoenix Day Nursery

Unit 2, Abdul Rahman Business Centre, Hudson Road, LEEDS, LS9 7DX



Inspection date

28 March 2017

Previous inspection date

17 August 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Met	
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:

- Teaching is not consistently effective and gaps in children's language development are not closing quickly enough. Children who speak English as an additional language are not prepared well enough for their next stage in learning.
- Managers do not always deploy staff effectively. They do not ensure young children are cared for by someone familiar to them, who knows their individual needs and routines.
- Nappy changing mats are not replaced quickly enough when ripped. This does not ensure children's health is consistently promoted or prevent the spread of germs.
- Managers do not have a good knowledge of the progress of different groups of children. They are not always effective in identifying any gaps in learning and improving teaching to address these.

It has the following strengths

- Staff involve parents in their children's learning and provide them with good information about children's care, activities and progress.
- Children behave very well. They listen well to instructions and requests from staff, learn to take turns, share toys and cooperate with others during their play. They are proud of their achievements, and are keen to try activities and develop new skills.
- Staff assess children's individual progress accurately and plan appropriate activities to interest them. Children enjoy the range of activities available and are engrossed in their chosen activity.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> improve teaching so that children who speak English as an additional language have more opportunities to develop their communication, improve their speech and close any gaps in learning more quickly 	28/04/2017
<ul style="list-style-type: none"> ensure staff are deployed effectively and that they have a good understanding of all children's individual needs and routines. 	28/04/2017

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

- monitor the progress of different groups of children and implement plans to close any gaps in learning
- replace damaged equipment as soon as this is identified, to prevent the spread of germs, and promote health and hygiene.

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 a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. He looked at relevant documentation, such as assessments of children's learning and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Duncan Gill

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Recruitment is effective in ensuring staff are suitable to work with children. Staff understand the signs children may show if suffering abuse and know who to refer any concerns to. Management have a realistic view of the strengths and areas for improvement for the nursery. They monitor staff performance appropriately through regular reviews and observations of their practice. They discuss staff development and have accurately identified further training to enhance staff knowledge of the wider aspects of safeguarding. Staff have appropriate qualifications in childcare. However, these are not currently being used effectively enough to deliver high quality teaching for children. Management do not monitor the curriculum well enough, so that any gaps in learning close quickly. Partnerships with external agencies are developing well. Staff attend meetings and share information to ensure children receive the extra support they need.

Quality of teaching, learning and assessment requires improvement

Staff do not consistently use effective teaching strategies. They do not seize all opportunities to model letter sounds, reinforce and extend children's vocabulary. Staff know children's interests and use these well when planning a wide variety of activities. When children ask to go outside, staff instantly agree and use the opportunity to promote children's physical development. Children thoroughly enjoy moving in different ways and staff model how to do this. They chase staff, follow staff down the slide, practice balancing and jumping in puddles. Staff are enthusiastic. They use some effective explanation and questioning to promote children's imagination. When children are pretending small figures are superheroes, staff ask them to explain the story. They join in, pretending their figure has escaped from jail and ask children how the superhero will catch them again. Consequently, children enjoy the activities on offer.

Personal development, behaviour and welfare require improvement

Young children do not always settle well or feel emotionally secure because they are not always familiar with staff caring for them. Children's physical needs are met well. Older children show confidence and independence as they move around the nursery, selecting their own activities and initiating play. Staff encourage children to manage age appropriate tasks. Children put on their own coats and attempt to fasten them, receiving support from staff who demonstrate how to achieve this. Staff provide children with a healthy diet and children enjoy daily access to fresh air to promote their health.

Outcomes for children require improvement

Children who speak English as an additional language are not developing their speech and communication as quickly as possible. They are not provided with enough opportunities to use their own language during play or to reinforce and extend their communication skills. Children are developing well physically. They skilfully balance large foam blocks on top of each other. They show their control and precision as they reach high above their heads to add another block without toppling the tower. They take pride in their achievement and invite friends to help them. They are developing good friendships and social interactions.

Setting details

Unique reference number	EY485759
Local authority	Leeds
Inspection number	1086152
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	20
Number of children on roll	48
Name of registered person	Saahil Khan
Registered person unique reference number	RP906716
Date of previous inspection	17 August 2016
Telephone number	0113 345 6073

Phoenix Day Nursery was registered in 2015 and is situated in Leeds. The nursery employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6.15pm. The nursery provides funded early education for two-, 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.

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