

Phoenix Pre-School

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



Inspection date

6 December 2017

Previous inspection date

26 January 2017

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

- Since the last inspection, the manager and staff team have implemented changes to planning, observation and assessment so that they are effective and relevant. The manager has a good overview of the pre-school. She has set challenging but achievable plans for continual improvement.
- Staff have a good understanding of how children learn. They deliver a range of interesting and varied activities, indoors and outdoors, to help all children make good progress.
- Children are eager to attend the pre-school and settle quickly. Staff are dedicated, friendly and approachable. Children demonstrate that they feel safe and secure. They build good relationships with the staff, who are responsive to their needs.
- The atmosphere in the pre-school is calm and purposeful. Staff are positive role models and have consistent and realistic expectations. They provide guidance and warm praise to help children understand what is expected of them. Children's behaviour is very good.
- Strong focus is placed on nurturing the positive partnerships with parents. Staff provide ongoing opportunities for exchanging information with parents about children's learning.

It is not yet outstanding because:

- Sometimes, staff overlook opportunities to extend children's thinking skills to higher levels.
- Systems for analysing the progress made by different groups of children are not fully implemented.

What the setting needs to do to improve further

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

- provide children with more opportunities to link their thoughts and develop their own ideas
- build further on arrangements for comparing the progress made by different groups of children and checking that all groups receive the support they need to increase the potential for them to achieve at the highest possible levels.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nominated individual and manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Clair Stockings

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff demonstrate a strong commitment to providing children with a safe environment and protecting them from harm. They discuss safeguarding matters regularly and share a good understanding of how to identify and follow up concerns about a child's welfare. Secure procedures for recruitment and checking the ongoing suitability of staff are in place. Since the last inspection, the manager has implemented regular supervisions and observations of staff's practice to help identify their strengths and areas for development. Good links exist with the local schools and other early years settings that children attend to promote continuity for children's progress and well-being.

Quality of teaching, learning and assessment is good

Children enjoy their play and benefit from a wide range of interesting experiences. They confidently explore the environment, choosing what they would like to do next. Staff interact purposefully, joining in with their play and providing support when necessary. Staff actively promote children's mathematical skills. They seize opportunities to incorporate numbers into children's everyday play. Children learn to identify numbers and recognise colours. Children sing songs and listen to stories. Staff enrich this learning with actions and props. Staff get to know children's abilities well through regular observations and accurate assessments of what they can do. They use this information effectively to plan interesting activities to help children achieve their next steps in learning. Staff share their assessments of children's development with parents and offer ideas of how parents can continue to help their child to learn at home.

Personal development, behaviour and welfare are good

Children build a close bond with their key person which helps them to feel confident and reassured in this child-friendly learning environment. Staff are skilled in modelling positive interactions. This helps them to inspire children's highly positive behaviour. Staff support children to make healthy choices. They encourage them to try a range of different fruit and vegetables, and promote the health benefits of these during snack time. Children follow good hygiene routines. They demonstrate a sense of belonging and learn to take responsibility in the pre-school. Encouraged by staff, they enjoy tidying up at the end of session, working collaboratively with their peers to put away toys into appropriate storage containers.

Outcomes for children are good

Children are working comfortably within the range of development expected of them, taking account of their starting points on entry to the pre-school. They are happy and confident individuals who demonstrate a strong enthusiasm to learn. Children play together well, sharing ideas and developing strong friendships with other children. They enjoy using their imaginations while acting out familiar role-play scenarios. Children develop the key skills that prepare them for the next stage in their learning and the move on to school.

Setting details

Unique reference number	EY479985
Local authority	Southend on Sea
Inspection number	1084308
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	23
Number of children on roll	30
Name of registered person	Phoenix Preschool Limited
Registered person unique reference number	RP533855
Date of previous inspection	26 January 2017
Telephone number	07742 515010

Phoenix Pre-School registered in 2014. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications ranging from level 2 to level 6. The pre-school opens from Monday to Friday, term time only. Sessions are from 8am until 3.30pm.

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