

Phoenix Day Nursery

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



Inspection date

26 January 2018

Previous inspection date

28 March 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

- Management have a clear plan and vision in place for the nursery. Self-evaluation takes account of other people's views. Staff training is valued and they have accessed training on supporting children's language development and safeguarding since the last inspection. This has improved the learning and welfare of children.
- Planning is effective. Staff use children's individual interests to plan activities. They assess children's level of achievement regularly and use this to plan meaningful support for children's next steps in learning. Consequently, children are progressing well from their starting points.
- All children have good opportunities to access daily outdoor play. They thoroughly enjoy being in the fresh air and develop a positive attitude to exercise. This promotes their health and well-being.
- Partnership with parents is effective. Staff communicate with parents daily and regularly discuss children's development. They provide ideas for parents to help extend their child's learning at home.

It is not yet outstanding because:

- Staff do not provide enough opportunities for children to practise or develop their understanding of the sounds different letters make, during everyday play.
- Staff provide too few opportunities for children to practise and develop their mathematical knowledge and early understanding of calculation.

What the setting needs to do to improve further

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

- extend opportunities for children to develop their mathematical knowledge and early calculation skills
- enhance opportunities for children to practise and develop their understanding of the sounds different letters make.

Inspection activities

- The inspector observed activities taking place in the nursery and the outdoor play area.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector held meetings with the manager, the nominated individual and spoke to staff and children during the inspection.
- The inspector took account of the views of parents through discussion.

Inspector

Duncan Gill

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff demonstrate a good understanding of child protection and know the reporting procedures, should they have a concern about children's safety. The manager monitors teaching effectively. She observes staff to identify good practice and areas for development. This information is used well to provide support and professional development for staff. Staff are deployed well. There is an effective induction programme and all staff understand their roles and responsibilities. The curriculum is monitored well. The manager monitors staff assessments of children's learning. She also oversees the achievement of different groups of children, such as boys, girls and children who speak English as an additional language. This information is used to identify any areas of learning where extra support is needed. This helps prepare children well for their next stage of learning.

Quality of teaching, learning and assessment is good

Children are supported effectively by well-qualified staff, who use their knowledge to provide a wide variety of activities for children. Staff encourage and foster children's language development effectively. When children use sounds rather than words to express themselves, staff encourage and support them to use their language and express what they need. Staff sing lots of songs with babies. They talk to babies throughout routines, such as nappy changing and mimic the sounds babies make. Staff help children to learn about other cultures and countries, through 'Phoenix events'. These are successfully used to help children develop a positive attitude to each other's similarities and differences. Staff use effective questioning to promote children's thinking and imagination, for example, as they talk about going to the hospital. They are flexible in changing planned activities to follow children's interests, and they set age appropriate and meaningful challenges for children.

Personal development, behaviour and welfare are good

The key person system works well. Children are happy and have secure relationships with their key persons, who know their children well. Children receive cuddles when they are upset, and their emotional needs and individual care routines are effectively met. For example, when children arrive but do not want to go outside, staff suggest staying inside until they have settled and are ready to join their friends. Children's independence is fostered effectively. They go and find equipment they need to explore their ideas, such as getting more paint when they run out, or finding the sticky tape to keep their 'present' closed. Children are offered a balanced diet, including fruit, to support their health.

Outcomes for children are good

Overall, children are achieving well given their starting points. Those who start at lower levels of development are supported effectively to begin to close any gaps in their learning. Children's personal, social and emotional development is progressing well. They are confident in the nursery and are keen to play and explore with their friends. Children show good attitudes to learning. They are keen to keep trying when developing a new skill, as they practise using a 'hula hoop' or learn to use a balance bike.

Setting details

Unique reference number	EY485759
Local authority	Leeds
Inspection number	1122582
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 - 13
Total number of places	20
Number of children on roll	34
Name of registered person	Saahil Khan
Registered person unique reference number	RP906716
Date of previous inspection	28 March 2017
Telephone number	0113 345 6073

Phoenix Day Nursery was registered in 2015 and is situated in Leeds. The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6.15pm. The nursery provides funded early education for three- and four-year-old children.

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