

Phoenix Pre-School

St. Augustines Church Hall, Birkbeck Road, ROMFORD, RM7 0QP



Inspection date

8 March 2018

Previous inspection date

21 January 2015

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|---|-------------------------|--------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Outstanding | 1 |
| Quality of teaching, learning and assessment | | Outstanding | 1 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Outstanding | 1 |

Summary of key findings for parents

This provision is outstanding

- The leadership of the nursery is exceptionally strong. The provider and manager lead a team of highly dedicated and experienced staff who are committed to providing high-quality care and learning for children. They meticulously review their practice and make comprehensive plans for further improvements.
- Children are highly motivated and enthusiastic and their levels of concentration are exceptional. They benefit from rich and varied activities which sustain their interest and enthuse them to learn.
- Teaching is of an exceptionally high standard. Staff present activities in exciting and interesting ways that challenge children's thinking. They skilfully recognise where and how to provide appropriate support and encouragement to help sustain children's enjoyment and engagement.
- Children's behaviour is impeccable. During group time, they talk about group rules, such as good walking and good listening to friends and teachers. They also discuss having 'kind hands' and 'kind feet' and using kind words, such as 'please' and 'thank you'.
- Children build close relationships with their key person. Staff are warm and caring and create an inclusive and welcoming environment for all children. This helps children to develop strong emotional attachments and forge close friendships with one another. Children excitedly enter the group, rush up to staff for a cuddle and chat happily with their friends.

What the setting needs to do to improve further

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

- consider ways to share even more information with parents about their children's progress to enable them to continue to enhance children's already excellent learning at home.

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 manager.
- The inspector held a meeting with the provider and 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 several parents during the inspection and took account of their views.
- The inspector spoke to children and staff at appropriate times throughout the inspection.

Inspector

Becky Johnson

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff are astute to any signs and symptoms that may indicate a child is at risk of harm. They have a thorough understanding of the procedures to follow to report any concerns about children's welfare. Visitors are provided with a statement which sets out the pre-school's safeguarding policy and provides information on the use of mobile phones and what to do if there is a safeguarding concern, including whom to contact. Staff benefit from training opportunities to enhance their already excellent knowledge and skills. The manager observes staff as they interact with the children and provides succinct feedback which helps them to continually improve their practice and sustain excellent outcomes for children. Each child's progress is meticulously tracked and monitored. The information is used to plan for every individual child's needs and to ensure that activities are differentiated so that all children get the best learning experiences from them. Staff work closely in partnerships with parents. The provider and manager recognise that there is capacity to extend the information shared with parents to further enhance children's already excellent learning at home.

Quality of teaching, learning and assessment is outstanding

Children are fully involved in the planning of activities. They choose what they want to do from pictures of the available resources, which cover all areas of learning and the indoor and outdoor areas. Staff expertly observe children and use this to ensure activities evolve throughout the session based on children's interests. Children's communication skills are very well supported, including those who speak English as an additional language. Staff use innovative ways to encourage children to use their home language alongside English. For example, they ask children to look at dual-language dictionaries and say the words in English and Polish. Children enthusiastically explore the texture of bark as they play. They say that it smells of mud and not of chocolate. They use tongs with dexterity to make piles of bark, fill plant pots and then compare which is the largest and smallest pile.

Personal development, behaviour and welfare are outstanding

Settling-in procedures are wholly tailored to meet the individual needs of children and parents. Comprehensive information is gathered from parents prior to children starting. Children's health is promoted well. They have fun as they ride their bicycles through puddles and push wheelbarrows to collect leaves. Children have exceptional opportunities to learn about the wider world and cultures and customs beyond their own. They have pen-pals in South Korea and share pictures, photographs and information about themselves with them.

Outcomes for children are outstanding

All children rapidly develop the necessary skills to support their learning and prepare them well for school. Children's coordination skills are exceptionally well developed. They carefully place strands of spaghetti into a ball of play dough and precisely thread cereal hoops onto them. Children have excellent mathematical skills. They guess how many hoops they have and compare them to see who has the most.

Setting details

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| Unique reference number | EY398208 |
| Local authority | Havering |
| Inspection number | 1085905 |
| 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 | 19 |
| Name of registered person | Nicola Anne Monk |
| Registered person unique reference number | RP905469 |
| Date of previous inspection | 21 January 2015 |
| Telephone number | 07768059821 |

Phoenix Pre-School registered in 2009. The pre-school employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including one with a qualification at level 6. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am to 2.45pm on Monday and Thursday and from 9.15am to 11.45am on Tuesday, Wednesday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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