

# Phoenix Day Nursery

31 View Road, Cliffe Woods, Rochester, Kent, ME3 8JQ



## Inspection date

3 May 2018

Previous inspection date

2 December 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- The quality of teaching is inconsistent. Staff miss opportunities to support children's communication, language and literacy development.
- Although staff carry out observations and assessments of children's progress, these are not consistently effective in informing the planning for children's next steps in learning.
- Staff do not give full regard to supporting children's home languages, particularly in the pre-school room.
- Children's independence is not promoted effectively enough to help children develop their self-care skills.
- The impact of the self-evaluation process is not fully effective in supporting children's individual needs and progress.

### It has the following strengths

- Staff have developed close relationships with parents and other settings that children also attend, such as school. Parents speak positively about management and staff. They say that their children enjoy coming to the nursery.
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- Children settle swiftly at the nursery. They form secure emotional attachments with staff, who know them well.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ improve the quality of teaching to help promote and support children's communication, language and literacy development more meticulously</li> </ul>	30/06/2018
<ul style="list-style-type: none"> <li>■ build on the observation, assessment and planning systems to ensure that children's next steps are more effectively identified and action taken to meet these.</li> </ul>	30/06/2018

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

- improve staff's knowledge about children's home backgrounds, to ensure they provide sufficient opportunities for children to use their home languages in their play and learning
- provide more opportunities to encourage children to build on their independence in self-care skills
- make better use of ongoing self-evaluation to help target areas of improvement.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact of this on children's learning.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection.
- The inspector sampled children's records, including their observation and assessment documents.
- The inspector carried out a joint observation with the manager and held a meeting with the management team.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

### Inspector

Mary Vandeppeer

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The management team reviews the quality of the provision and children's development. Although managers have identified some weaknesses and have begun to address them through staff training, the monitoring of practice and children's progress is not fully effective to ensure that staff have a secure understanding of children's learning needs. Safeguarding is effective. Staff know the procedures to follow should they have any concerns about a child's welfare or if any allegations are made about them. Risk assessments are carried out daily to help ensure the environment is safe. Secure recruitment procedures are in place and staff supervise children appropriately.

### Quality of teaching, learning and assessment requires improvement

Children play happily with the activities and resources available to them. Staff obtain information about what children can already do from parents. However, they do not make best use of their observations and assessments to precisely identify and plan for individual children's next steps in learning. Staff are not effective in supporting children's learning during their conversations with them. For example, staff do not ask questions to encourage children to think. At times, staff do demonstrate effective teaching practices. For example, they encourage children to use different art and craft materials to further develop their creativity. Older children who attend after school have the use of their own area. They are able to mix with children of their own age and have suitable facilities to meet their needs.

### Personal development, behaviour and welfare require improvement

Staff provide children with opportunities throughout the day to play and learn outdoors. Children benefit from the exercise and fresh air. Children's behaviour is generally good. However, staff are inconsistent in encouraging children's independence, especially when learning how to do things for themselves. Staff are very aware of children's dietary needs and promote healthy eating habits. Babies are able to sleep according to their needs. Staff are not fully effective in supporting children who speak English as an additional language, particularly older children in the pre-school room.

### Outcomes for children require improvement

Due to weaknesses in teaching and the systems used to assess children's learning, not all children make the progress of which they are capable. Staff do not consistently challenge and extend children's learning with regard to their literacy and speech development. However, children develop some skills for the move to school. For example, they are confident in using pencils and pens to make marks, and develop good social skills.

## Setting details

<b>Unique reference number</b>	EY360657
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	1135164
<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 - 11
<b>Total number of places</b>	60
<b>Number of children on roll</b>	125
<b>Name of registered person</b>	Kashaf Mahmood
<b>Registered person unique reference number</b>	RP515042
<b>Date of previous inspection</b>	2 December 2015
<b>Telephone number</b>	01634 222253

Phoenix Day Nursery registered in 2007. It is located in the village of Cliffe Woods in Rochester, Kent. The nursery is open Monday to Friday from 7.30am to 6.30pm, for 51 weeks of the year. There is also a before- and after-school club operating, as well as a holiday care provision. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs 28 staff, of whom, 19 hold appropriate early years qualifications between level 2 and level 6.

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