

# Phoenix Pre-School

Riders Infant School, Kingsclere Avenue, Havant, Hampshire PO9 4RY



<b>Inspection date</b>	13 November 2018
Previous inspection date	15 June 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	<b>Good</b>	<b>2</b>
Effectiveness of 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

### The provision is good

- The manager and her well-qualified staff work well together as an effective and enthusiastic team to create a happy and welcoming pre-school. They provide a good range of challenging and exciting resources and activities indoors and outside.
- Children behave well. Staff help children to learn about the rules of the pre-school and implement clear and consistent behaviour expectations to help children develop good levels of cooperation and respect for others.
- Children and their families develop good relationships with staff. Children settle happily into the pre-school and parents comment positively about the good-quality care and learning experiences that their children receive.
- Staff place a strong focus on developing children's listening and attention skills through a range of well-thought-out activities. This helps children to gain the skills that prepare them well for their future learning, including their eventual move to school.
- Staff work hard to develop strong partnership working with other professionals involved in children's care. They provide good support for children who have special educational needs and/or disabilities. Gaps in their learning are closing and outcomes for all children are good.

### It is not yet outstanding because:

- Although the manager supports the continuous professional development for staff, she does not focus sharply enough on helping to enhance the quality of teaching to the highest levels.
- Staff do not consistently use their good knowledge of children's individual needs, to plan as precisely as possible for their next steps in learning.

## What the setting needs to do to improve further

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

- build on the programme of professional development so that it is more targeted and focused on raising the quality of staff teaching to the highest level
- improve planning to focus more precisely on what children need to learn next, to help them achieve the best possible outcomes.

### Inspection activities

- The inspector observed the interactions between staff and children during activities indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school, children's records, policies and procedures, and discussed the pre-school action plan.
- The inspector spoke to parents on the day of the inspection and took account of their views.
- The inspector held meetings with the manager and spoke with staff and children at appropriate times throughout the inspection.

**Inspector**  
Tara Naylor

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff make good use of new knowledge they gain from training to understand their roles and responsibilities to keep children safe. Staff know how to report any child protection concerns, in line with the pre-school safeguarding policy and procedures. Staff develop strong partnerships with other agencies involved in children's care, which helps to ensure that they meet children's learning and welfare needs effectively. Staff use funding particularly well, especially when children need extra help. The manager monitors staff practice and children's progress closely. She identifies emerging trends in the progress of different groups of children and acts swiftly to address these. This has been particularly effective in enabling staff to provide activities, which successfully promote children's good listening and attention skills.

### Quality of teaching, learning and assessment is good

Staff organise the pre-school well. There is a good range of toys and resources, which children can easily choose from, to motivate their learning. All staff have a good knowledge of children's individual needs. They capture opportunities, build on children's learning well and follow children's interests. For instance, as younger children experiment with the marks they can make in flour, staff talk to them about what they are drawing, as they introduce the names of some shapes. Staff organise group activities to meet the differing needs of older and younger children well. For instance, older children enjoy 'rhyme time' as staff encourage them to think about what might happen next in the story. Younger children sit for 'box time' and play 'ready, steady, go' as they guess when the wind-up toy is going to move. Staff share children's progress with parents regularly, to keep them informed of their children's key achievements.

### Personal development, behaviour and welfare are good

Children develop good social skills and play very well together, to create a harmonious environment. Staff are good role models, they value the differing needs of children and promote children's choices well. In turn, children learn to value and respect the needs of their friends and develop strong bonds with their peers. Staff promote children's independence skills well. For instance, they teach younger children how to put on their coats when they go outside to play. Older children learn how to cut up fruit at snack time, as staff help them to become confident and competent in using cutlery safely. Children benefit from a variety of activities which promotes their physical play. For example, children enjoy riding tricycles around the pretend road, as they practise stopping and going, as the traffic lights change colour.

### Outcomes for children are good

All children, including those who are in receipt of additional funding, make good progress from their starting points. They develop valuable skills that help to prepare them for their next stage in learning. Children can work in large and small groups, and develop good concentration skills. Older children develop good counting skills and learn how to write some familiar numbers. Younger children complete some tasks for themselves, such as when they wash their hands before they eat.

## Setting details

<b>Unique reference number</b>	507939
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10063352
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	79
<b>Name of registered person</b>	Phoenix Pre-School Committee
<b>Registered person unique reference number</b>	RP519745
<b>Date of previous inspection</b>	15 June 2016
<b>Telephone number</b>	02392498500

Phoenix Pre-School established in 1981. It operates from a purpose-built building on the site of Riders Infant School, situated in the Leigh Park area of Portsmouth. The pre-school is open each weekday from 8.50am to 11.45am and from midday to 3pm during term times. It is in receipt of funding to provide free early education for children aged two, three and four years. A team of 14 staff work with the children, all of whom are qualified in early years. The manager is qualified to foundation degree level.

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