

Phoenix Playmates Nursery

Nailsworth Primary School, Nympsfield Road, Forest Green, Nailsworth,
Stroud, Gloucestershire GL6 0ET



Inspection date	10 May 2019
Previous inspection date	9 March 2016

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

This provision is good

- The nursery staff provide a warm, welcoming environment. They ensure children build strong attachments with their key person. Children are happy and confident.
- Staff use effective behaviour management strategies. Children play cooperatively and behave well. For example, older children play together courteously and say 'please' and 'thank you'. Younger children learn to share resources, such as the garden swing.
- All children make good progress from their initial starting points. Leaders make good use of additional funding to improve outcomes for children, particularly their social and emotional development. Strong relationships with the host school help to ensure children are well prepared for their eventual move to school.
- Partnerships with parents and other settings children attend are good. Staff encourage them to get involved with children's learning by providing information and ideas to help children achieve their goals for continuity of learning.
- Leaders and staff review and evaluate the nursery well. Recommendations from the last inspection are met. For example, staff give every child lots of opportunities to make decisions about what they want to play with, to help extend children's learning through their own interests.
- Some committee members have not fully completed the relevant documentation to ensure their suitability for their roles. Leaders have ensured each member has been checked with the Disclosure and Barring Service. However, they have not ensured Ofsted has received the required information, to enable full checks to be completed within the required timescales.
- Occasionally, staff working with older children interrupt their self-chosen play with other suggestions, which disrupts the flow of their ideas.
- Leaders have not fully embedded all opportunities to help staff raise the quality of teaching to higher levels.

What the setting needs to do to improve further

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

- allow older children sufficient time to complete self-chosen tasks before staff offer new ideas or suggestions
- build on the existing opportunities for staff to reflect on their own and each other's practice, to help improve teaching and children's learning to even higher levels.

Inspection activities

- The inspector observed staff's interactions with children and the impact these have on children's learning, in the playrooms and outdoors.
- The inspector completed a joint observation with one of the acting managers.
- The inspector examined a range of documentation, including children's records, planning, risk assessments and policies and procedures.
- The inspector held discussions with the chair of the committee, the administration manager, the two acting managers, staff, children and parents.
- The inspector reviewed evidence relating to staff suitability checks to work with children and their qualifications.

Inspector
Jan Harvey

Inspection findings

Effectiveness of leadership and management is good

Due to an oversight, leaders have not ensured that all current committee members have completed the full process with Ofsted to determine their suitability. However, as the checks were promptly being completed and addressed at the inspection, and there is no significant impact on children's safety as staff always supervise children well, Ofsted will not be taking any further action on this occasion. Safeguarding is effective. Leaders and staff know the signs that would alert them to concerns and the actions to take. Leaders ensure new staff and students understand the nursery's child protection procedures and promptly arrange training. Overall, they make sure all staff receive regular appraisals to help identify possible training needs to improve their knowledge and skills, such as strategies to improve behaviour and health and safety awareness. The manager and staff regularly review children's development records so that they can be confident their assessments of children's progress are accurate. They take swift action if any development concerns are identified.

Quality of teaching, learning and assessment is good

Staff undertake effective observations and assessments of children's learning. This helps staff to establish children's current interests, which they use within planning to ensure children meet their next steps in learning, using activities that keep them engaged. Teaching is good. For example, staff supported children to develop their understanding of length and measure as they raced toy cars down a pipe and used language such as 'shorter', 'longer' and 'faster'. This helps to promote their mathematical language and development. Staff encourage all children to develop a keen interest in words and an enjoyment of books. Children delight as they choose books for adults to read with lively catchphrases. They shout out and learn to recognise their name as they self-register on arrival and find their name card at mealtimes.

Personal development, behaviour and welfare are good

Staff work well as a team and are clearly enthusiastic and passionate about their roles and responsibilities. Key persons spend quality, focused time with their children to build relationships and concentrate on their individual learning goals. Staff support children's developing physical skills well indoors and outdoors. They give consistent messages that help children to develop a good understanding of healthy lifestyles and good social skills. For example, children talk about good choices of snack, and older children remind each other to take turns to ride a bike down a slope in a positive way. Staff use good ways to prepare each child emotionally for moves through the nursery, and from the nursery into 'big school'. For example, they praise children for making up their own rules to make a game they created together 'fair' for everybody.

Outcomes for children are good

Children are confident learners. Older children develop good communication and language skills. For example, they enthusiastically talk about their experiences at home and make good friendships. Younger children choose books to read and learn to count as they find shells buried in a deep hole. Children of all ages develop their imagination skills, for instance as they mix water, soil and herbs to make pretend soup.

Setting details

Unique reference number	101852
Local authority	Gloucestershire
Inspection number	10063085
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	32
Number of children on roll	54
Name of registered person	Phoenix Playmates Committee
Registered person unique reference number	RP901909
Date of previous inspection	9 March 2016
Telephone number	01453833511

Phoenix Playmates Nursery opened in 1991 and is based within the grounds of Nailsworth Primary School, in the Forest Green area of Nailsworth. In 2010 the provision relocated to a refurbished ground floor unit within the school, with a separate room for children. The nursery is open from 8.45am to 3.30pm Monday to Friday during term time. It employs nine members of staff who work directly with the children. Of these, six hold relevant qualifications at level 3, one holds level 2, and two have achieved qualified teacher status.

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