

# Phoenix Nursery

Phoenix Residency Halls, Flat 2, Block E, Southover Street, Brighton, East Sussex BN2 9WN



<b>Inspection date</b>	5 June 2019
Previous inspection date	26 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of 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 managers are committed and highly driven to provide a vibrant learning environment where children thrive. Children excel, making rapid progress from their starting points.
- The managers and staff team constantly and successfully reflect on all aspects of their practice and create ambitious plans. For example, through precise monitoring the manager has identified and continues to enhance staff members' impressive skills.
- Partnerships with parents and other relevant agencies are extremely well established. Staff form superb relationships with parents and offer them excellent support and advice. Parents are very complimentary about the systems in place. For example, they value the support for learning at home.
- Staff have high expectations of all children and successfully support them to reach their full potential. They support children with special educational needs and disabilities (SEND) and those who speak English as an additional language to make rapid progress and close any gaps in their learning.
- Highly accurate assessment allows staff to understand and plan for individual learning needs. These sensitively reflect children's interests. Staff plan creative and interesting experiences that provoke children to be highly inquisitive and curious in their learning.
- Children feel very self-assured and eager to learn as staff engage in high-quality interactions. For example, children show immense focus as a member of staff sensitively plays alongside them as they draw spiders in the garden.
- The key-person system provides children with extremely secure relationships, ensuring children feel safe and secure.
- Children flourish and display a strong sense of belonging at this welcoming, caring nursery.
- Extraordinarily effective systems support the children and their families for the school transition process. Consequently, children are exceptionally well prepared for school.

## What the setting needs to do to improve further

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

- continue to support the excellent staff team to extend and enrich its skills.

### Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector held discussions with the managers and staff.
- The inspector reviewed relevant documentation, staff qualifications and policies used by the setting, including children's learning journeys.
- The inspector observed a range of activities and completed a joint observation with the manager.
- The inspector took into account reviews from parents.

#### Inspector

Adam Hawes

## Inspection findings

### Effectiveness of leadership and management is outstanding

Managers are forward thinking and reflective, with an innate drive to develop staff and the nursery provision. They organise a range of high-quality training opportunities to enrich staff members' skill set. For instance, staff have recently attended training where props are used to ignite children's imaginations in play. This very successfully supports children to make rapid progress in their learning. Recruitment procedures are robust, and staff are highly qualified and vetted. Safeguarding is effective. Managers have a meticulous induction process for staff and a highly effective supervision process that supports staff to provide care and learning of the highest standards. Parents praise the managers for their 'relentless determination' to create an environment that stimulates children's learning.

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

Staff have an extensive knowledge of each child's development, supporting children to make excellent progress in all areas of learning. Children are eager to learn, focused and curious. For example, they spent an extended period of time fascinated at the gloop and colour mixing activity. Staff continually use observations to inform their rigorous planning. Assessment arrangements are of the highest calibre and ensure gaps in learning close at a rapid rate. There are exceptional systems in place to support children who speak English as an additional language. The use of small-group work is extremely effective in encouraging children to learn. Staff use skilled interactions with children to motivate and inspire them. For example, children excitedly play in the sand, as a staff member encourages them to predict, test and problem-solve. Children gain excellent coordination and control as they engage in the broad range of physical play activities. For instance, they confidently master balancing on a climbing frame.

### Personal development, behaviour and welfare are outstanding

Children thrive in this caring environment and are self-motivated to experiment with new ways of doing things. For example, they skilfully explore different ways of moving across the planks and tyres. Staff seize every opportunity to praise and encourage children. This enables children to develop positive self-esteem. Staff use a multitude of methods to encourage children's exceptional skills of independence. For example, children are self-sufficient at break time, offering fruit, cups and milk to each other. Staff act as excellent role models for children's positive and polite behaviour. Children use commendable manners and say 'thank you' in English, Spanish and Chinese. Staff support children to think about hygiene and excellently promote children's personal development.

### Outcomes for children are outstanding

Children have delightful social skills, showing kindness and empathy, as they share and play alongside each other. They are extremely kind and are eager to help staff. Children enthusiastically take part in the broad range of activities, making superb progress, including those with SEND and those who speak English as an additional language. They show exceptional skills that prepare them for school. For example, they develop early writing skills and enjoy letter and sound activities. Children who receive funding flourish in their development. For example, children enjoy taking part in yoga sessions.

## Setting details

<b>Unique reference number</b>	130708
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	10108469
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	University of Brighton
<b>Registered person unique reference number</b>	RP902364
<b>Date of previous inspection</b>	26 March 2015
<b>Telephone number</b>	01273 277 016

Phoenix Nursery registered in 1998. It is located in Brighton, East Sussex. The nursery operates for 45 weeks a year and is open each weekday from 8.30am to 5.30pm. The nursery receives funding for the provision of free early education for children aged two and three years. There are six staff, of whom one holds early years professional status and five hold relevant qualifications ranging from level 3 to level 6.

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