

# Inspection of Phoenix Pre-school

Phoenix Community Centre, Crookhorn Lane, Waterlooville, Hampshire PO7 5QB

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Inspection date: 11 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children thrive in this calm, nurturing and safe environment. They excitedly arrive at the pre-school and quickly settle into play. Children are eager to share information with the staff about what they have been doing at home. Staff listen intently to what children tell them. As a result, staff have developed excellent relationships with the children and know them and their families very well.

Partnerships with parents are exemplary. Parents place high value on the support staff offer to their children and to themselves. They state how responsive the staff are to their children's individual needs. Parents praise the staff for the highly effective work they complete with other agencies that may be involved in the child's life. For example, staff actively engage other services to ensure children receive the support they need. This helps to strengthen children's learning and development.

Children behave exceptionally well. Staff are excellent role models and have high expectations for all children. Children are kind and respectful towards others. For example, older children recognise when younger children struggle to pour their own milk and offer kind words of encouragement. Staff place high importance on children becoming independent. Children relish the opportunity to cut their own apples, peppers and cucumbers at snack time. Staff use this opportunity effectively to help children develop an understanding of the importance of healthy lifestyles.

## **What does the early years setting do well and what does it need to do better?**

- Leaders have a clear view of the improvements that are needed to ensure that all children receive a high standard of education. They have plans in place to ensure weaknesses are addressed. They acknowledge that they have more work to do to ensure the quality of teaching is consistently high. For example, on occasions, some activities are not challenging enough for children to extend their learning further.
- Leaders ensure that the additional funding they receive for children is spent appropriately. For instance, they provide targeted support to develop children's speech and language skills. Consequently, children are making good progress in their learning and development.
- Staff understand the importance of developing children's confidence and self-esteem in preparation for their future learning. They offer meaningful praise that helps children to develop a positive view of themselves and others. Staff provide children with opportunities to learn about those who may be different to themselves and to challenge stereotypes.
- Children demonstrate high levels of engagement in their learning. They are motivated, curious and excited to explore. Children focus for extended periods of

time and work with others well. For example, they show great concentration exploring dried pasta and rice as they scoop, fill and compare the sizes of containers. They use mathematical language as they discuss how full or empty their containers are with their friends.

- The well-qualified staff are supported effectively by leaders. Staff benefit from regular supervision, team meetings and training opportunities. Staff report that they feel valued in their roles. There is an extremely positive team culture that contributes to the caring ethos of the pre-school.
- Children are extremely proud of what they know and can do, and delight in sharing their work with others. Children are highly respectful towards their friends and understand how others may be feeling. They recognise when a friend is upset and encourage them to join their play. As a result, children play harmoniously together.
- Staff place high value on developing children's language skills. They repeat words to children, provide a commentary to children's play and use visual prompts to expand their communication and understanding.
- Children have a wealth of opportunities to develop their physical skills in both the indoor and outdoor environments. Outside they climb, balance, dig and explore. They use their imaginations well as they make 'birthday cakes' in the mud kitchen. Younger children are inquisitive. They explore how quickly objects roll down a tube and realise objects move faster if they lift one end of the tube.
- Staff gather detailed information about children when they first start. This enables them to develop a curriculum that meets children's individual needs. Staff regularly observe children and carefully consider what they need to learn next.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff have a secure understanding of safeguarding and place high importance on their responsibility in keeping children safe. Leaders and staff have attended training and are aware of the signs that may show a child is at risk of harm, including wider safeguarding aspects. Leaders have effective systems in place to record, monitor and report concerns they may have. Staff complete thorough checks inside and outside to ensure children are able to play in a safe and secure environment. Leaders complete regular checks on staff to ensure they continue to remain suitable to work with children.

## **What does the setting need to do to improve?**

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

- develop further staff's skills and confidence so they can extend children's learning during their play.

## Setting details

<b>Unique reference number</b>	EY459482
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10143336
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Warren, Rebecca
<b>Registered person unique reference number</b>	RP901753
<b>Telephone number</b>	07590 668 451
<b>Date of previous inspection</b>	21 April 2016

## Information about this early years setting

Phoenix Pre-school registered in 2013 and is located in Crookhorn, Hampshire. The pre-school is open each weekday during term time from 9am to 3pm. It is funded to provide free early education for children aged two, three and four years. There are six members of staff, five of whom hold relevant early years qualifications at level 3 and above.

## Information about this inspection

### Inspector

Teresa Newman

## Inspection activities

- The leaders completed a learning walk with the inspector to tell them about the pre-school and the curriculum they provide.
- The inspector completed a joint observation with leaders to explore how they monitor and assess the quality of education in the pre-school.
- A range of documentation was sampled, including staff suitability checks and qualifications.
- The inspector spoke to staff and children at appropriate times during the inspection.
- Several parents spoke to the inspector to share their experiences of their children attending the pre-school.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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