

Inspection of Phoenix Park Nursery

4-6 Millennium Way West, NOTTINGHAM NG8 6AS

Inspection date: 10 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed into the nursery by the attentive staff. They enthusiastically engage and become absorbed in play experiences and activities. Children relish their time at the nursery and have a positive attitude to their learning. They excitedly build on their knowledge and skills from home. Staff give children the opportunity explore and experiment with fresh root vegetables and fruit during their play. Pre-school children talk about harvest, how vegetables grow on farms and what they eat at home. Younger children attempt to make marks as they eagerly hold a pencil in a tripod grasp and draw around carrots. Babies handle and smell lemons.

Children are closely supervised and are encouraged to take appropriate risks and challenges for their age and ability. Older children learn how to balance on a two-wheeled bicycle and use cutlery safely. Younger children know not to run inside and place their coats on pegs, so their friends do not trip over them. Children are supported very well to help them to learn and practise what is expected of them. They receive clear and consistent messages from staff. Children's self-esteem and confidence are good because staff praise and acknowledge their achievements and good behaviour. Children develop their friendships and relationships with others from an early age. Babies learn to roll a ball to one another and sit on a staff member's knee to listen to a story. Older children work cooperatively as they build with construction materials. They work together to see how high they can build the tower. Children compare their own height with one another and with the height of the tower.

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

- The management team are motivated and enthusiastic in striving to support staff to deliver an effective curriculum to enable children to learn as much as they can. Staff are supported well through ongoing guidance during the day and by having formal supervision sessions, team meetings and training.
- Some staff in the room for two-and-a-half-year-old children excel in helping children develop their knowledge and understanding of why they play with resources. Staff enthusiastically and clearly explain to the children why squeezing play dough in their hands and pressing the dough with their fingers makes their muscles strong and healthy. They extend children's knowledge. Staff explain about how the muscles in their fingers grow and, how this helps them to hold pens and pencils, so they can make marks on paper and in paint.
- Children behave well, know what is expected of them and are shown high levels of respect from staff. Older children play cooperatively and are learning how to resolve their own minor disputes between themselves but also know to seek support from staff if they need extra help. Babies receive cuddles as they awake

and are warmly nurtured to be ready for play by their key person. Children's emotional needs are considered, especially those children who are settling into the nursery. Staff offer children lots of reassurance and praise to help them become more confident and familiar with play activities and nursery routines. Staff use persona dolls and feeling picture cards to help children, who require extra support when learning to manage their own feelings and emotions safely.

- Overall, staff implement the intent to support children's communication and language development during planned and spontaneous play and activities well. For example, staff in the baby room get down to the babies' level. Babies build on their communication skills as they copy sounds, single words and facial expressions that staff make. However, not all staff who work with toddlers and older children quickly recognise when to use daily routines, such as mealtimes, to support their communication and language skills further.
- Children explore a range of different materials and resources to enhance their sensory development. Older children make and decorate their own models using various paper boxes, glue, sequins and string. Toddlers enjoy manipulating wet sand through their fingers. Babies are strapped securely in a high chair and are given paint and fresh vegetables on a tray. However, staff have not planned this activity carefully enough. Babies are not provided with sufficient time and freedom to explore the activity independently.
- Staff ensure children learn new skills in readiness for the expectations in the next room or for their eventual move on to school. For example, during group time, children who are transitioning to school are encouraged to put their hand up before speaking and sit crossed legged. This helps to support children's listening and attention skills.
- Parents speak positively of the staff. They praise staff on the partnership they have together and how well information is shared and exchanged between them. Parents state they are listened to and kept well informed regarding their children's development and progress.

Safeguarding

The arrangements for safeguarding are effective.

Safety for children is of paramount importance at the nursery. The provider and manager have thorough and clear systems in place to ensure that any concerns are recorded and reported correctly. Staff are confident in what procedures they must follow should they have a concern about the welfare of a child in their care or the suitability of a member of staff. Staff readily identify factors which may point to children or families being in contact with radical and extreme behaviours. Effective risk assessments carried out by staff ensure where children play and have access to are safe and secure.

What does the setting need to do to improve?

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

- strengthen the quality of the curriculum for communication and language development for toddlers and older children
- provide sufficient time and freedom for babies to explore planned activities independently.

Setting details

Unique reference number	EY552478
Local authority	Nottinghamshire County Council
Inspection number	10174570
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	125
Number of children on roll	126
Name of registered person	Phoenix Park Nursery Ltd
Registered person unique reference number	RP552477
Telephone number	01159771193
Date of previous inspection	Not applicable

Information about this early years setting

Phoenix Park Nursery registered in 2017 and is situated in Nottingham. It is open from 7.30am to 6.30pm, Monday to Friday, and is only closed for one week at Christmas and all public bank holidays. The provider employs 25 members of staff to work with the children, of whom, 23 hold early years qualifications between level 2 and qualified teacher status. The provider is in receipt of funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Judith Rayner

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector completed a learning walk discussion with the manager to understand how the provision and curriculum is organised.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed several joint observations of activities with the manager and evaluated these with her.
- The inspector took account of the views from parents spoken to on the day of the inspection.
- The inspector spoke with the provider, manager, staff and the children at appropriate times throughout the inspection.
- The inspector held a meeting with the provider, nursery manager and looked at relevant documentation, including the suitability of the adults working with the children.

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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