

# Inspection of Phoenix Day Nursery

Unit 2, Abdul Rahman Business Centre, Hudson Road, LEEDS LS9 7DX

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Inspection date:

16 December 2021

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### **The provision requires improvement**

Children are safe and secure at the setting. They have started to build relationships with staff and know who to turn to when they need comfort. Children find comfort in warm and sensitive cuddles with staff. Children understand the routines of the day. For example, when it is time to play outside, they walk together and use the reins to guide them safely. At mealtimes, children develop their independence by using cutlery, they master twirling their fork to eat the spaghetti.

Children enjoy choosing where they would like to play. They use a dumper truck and happily take turns to refill and empty out the bricks. Children count the balls of dough as they roll them, this helps to develop their early mathematical skills. Staff introduce songs and rhymes as children play. Children join in and shout 'hooray'. This helps them to develop basic communication and language skills. Children show enjoyment in their play. However, staff do not consistently use what they know about children's individual interests to build on what they already know. This means children, including those with special educational needs and/or disabilities (SEND), do not always benefit from the experiences on offer.

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

- Leaders and managers have an overview of the curriculum and know what they want children to learn. However, this is not embedded into practice. Nevertheless, staff teach children basic skills and knowledge. For example, children are encouraged to use the play dough to develop their muscles in preparation for holding a pencil. This helps children to develop the skills they will need to progress to the next stage in their learning.
- Leaders and managers explain how communication and language is an important part of the curriculum. However, the quality of staff interaction with children is often at a basic level. For example, staff help children who speak English as an additional language by repeating the correct pronunciation of words back to them. However, they do not often introduce new vocabulary. This means that children's speech and language is not further developed.
- The manager and staff identify if children require additional support. They take appropriate action by referring children to relevant agencies. However, staff do not consistently use assessments to inform their teaching. This means children, including those with SEND, do not make the progress they are capable of.
- Children enjoy exploring the outdoor area. Staff encourage them to develop their physical skills. For example, staff shout 'big kick' as children prepare to kick the ball back to them. Staff and children share in their excitement as the ball reaches them.
- Children behave well, they listen to staff and follow instructions. This results in very few conflicts between children. If children do disagree, staff offer quick and

helpful support for children to resolve it. This means children are starting to practise turn taking and developing social skills.

- Leaders and managers work with children and their families to help them to access their full funding entitlement. They explain what a challenge this is due to the changes in circumstances for families during the COVID-19 pandemic. However, additional funding such as early years pupil premium is not always well targeted to support individual children's learning and development needs effectively.
- Parents report that they appreciate the 'family feel' at the setting. Parents also comment that they feel the staff communicate with them well. They share information with parents as they collect their children. However, staff do not always talk to parents about what their children are learning. This sometimes limits the support given to parents in how to build on children's learning at home.
- Children enjoy their mealtimes. They prepare for their meal by singing the 'please and thank you' song. Staff promote good manners. Children are offered a range of healthy meals that meet their dietary requirements. Staff follow robust hygiene routines during mealtimes to help prevent the possible spread of infection.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team have completed safeguarding training. They know how to identify when a child may be at risk of harm. Staff explain whistle-blowing procedures and know what to do if they were to have any concerns about a colleague. Children are developing an understanding of how to keep themselves safe. For example, with support from staff they tidy up after playing to keep the floor free from trip hazards. The manager demonstrates an adequate understanding of the needs in the local area and the difficulties faced by parents. This includes the changes for children and families as a result of the COVID-19 pandemic.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
ensure leaders and managers intention for the curriculum is being consistently delivered, including building on children's interests to promote their learning and development	01/03/2022

use assessment more effectively to plan for children's individual learning needs to help them to make more rapid progress	01/03/2022
strengthen partnership with parents to ensure they are informed about their child's learning, including sharing strategies with parents to further support their child's development at home.	01/03/2022

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

- identify how early years pupil premium funding can be used to support individual children more effectively.

## Setting details

<b>Unique reference number</b>	EY485759
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10217091
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Khan, Saahil
<b>Registered person unique reference number</b>	RP906716
<b>Telephone number</b>	0113 345 6073
<b>Date of previous inspection</b>	26 January 2018

## Information about this early years setting

Phoenix Day Nursery was registered in 2015 and is situated in Leeds. The nursery employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, term time only. Sessions are from 8am until 6.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Katherine Lakes

## 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 viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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