

Inspection of Phoenix Pre-School/Under 5's

Park Grove Primary School, Dudley Street, The Groves, York, North Yorkshire YO31 8LP

Inspection date: 5 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happily at this small, friendly pre-school setting. They part easily from their parents and quickly settle to their play and learning. Children behave very well. They willingly follow the meaningful routines because they know what is expected of them. For example, children organise themselves ready for circle time and find their name card to show they are here. Staff create a very pleasant, yet busy, atmosphere.

Children develop a positive attitude to being active outdoors in the fresh air. They enjoy their healthy snacks and are reminded to drink their water. Children become increasingly independent. They capably peel their own tangerines and say they like their apples. Children show proudly how they use the soap to wash their hands. They mostly manage their personal hygiene very well.

The manager is sensitive to the impact the COVID-19 pandemic has had on children and adults. Staff stepped up to support children when specialist services were unavailable. For example, they attended extra training and obtained additional resources. This is successfully supporting children's communication skills. Parents are very pleased with their children's development. They share information regularly with staff in person and via the online application.

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

- The manager leads an effective, stable team of staff. They have a shared vision of how to meet children's individual learning needs, and strive to continually improve what they offer children. The manager uses staff supervision and support to build on staff's individual interests and aptitudes. Staff are motivated to improve their knowledge.
- On the whole, the revisions to practice have a positive impact on children's learning. For example, staff have begun to evaluate how well children engage with the curriculum, and quickly identify what may be causing certain behaviours. They revise routines accordingly so that children who sometimes struggle can relax at snack time with their friends. Staff recognise which children concentrate much better outdoors in the garden. However, some children are still not as engaged as they could be and may miss the intended learning.
- Staff are very aware of children's individual learning needs and personalities. They astutely identify what might be hindering children's development. Staff work effectively with parents and other agencies. Children with special educational needs and/or disabilities consistently make very good progress. Those who speak English as an additional language also improve their skills and confidence rapidly.
- Staff use the outdoor area effectively to benefit children's health, well-being and

learning. Children are motivated to explore and investigate the interesting environment. They are often calm and thoughtful as they search for insects or listen for birds. Children use the magnifying glasses skilfully to see detailed markings. They are excited to show adults what they have found. Children develop their strength and balance as they pedal around the track. They also climb, run and jump with increasing confidence, skill and control.

- Links with the on-site school provide children with a good level of continuity in their learning. For example, staff know how the school staff teach phonics. This means they can prepare children well. Small- and large-group work is used effectively to support children's listening skills. Children begin to mix with school children and staff before they start. This helps them to settle when they move on.
- Mathematics is embedded and woven throughout children's play activities. For example, children find a numbered square to sit on at circle time. Staff help them to work out how many monkeys or ducks are left as they sing. Children confidently count the spots on the ladybird and match the patterns on the fish.
- Children enjoy developing their finger strength and coordination. They often choose to use the resources at the craft area. Linking with children's interests in insects, staff provide interesting resources for them to examine, draw and cut out. They use scissors, pencils and the tape dispenser with increasing skill.

Safeguarding

The arrangements for safeguarding are effective.

Staff get to know children and their families very well. They are very clear about the signs that might indicate children are at risk of harm outside the setting. Staff attend safeguarding training regularly appropriate to their level of responsibility. They have good links with safeguarding authorities should they be concerned about a child. Staff acknowledge that children sometimes have bumps and grazes. However, they do not inhibit play and development. Instead, they teach children the necessary skills to keep themselves safe and healthy as they play. Children hold on as they climb and they wash their hands after handling insects.

What does the setting need to do to improve?

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

- continue to monitor and improve all children's engagement with the curriculum provided.

Setting details

Unique reference number	321586
Local authority	York
Inspection number	10229320
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	3 to 4
Total number of places	24
Number of children on roll	32
Name of registered person	Phoenix Pre-School/Under 5's Committee
Registered person unique reference number	RP518367
Telephone number	01904 806496
Date of previous inspection	20 January 2017

Information about this early years setting

Phoenix Pre-School/Under 5's registered in 1998 and is situated on the site of Park Grove School in York. The setting employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The manager holds a level 5 qualification and the deputy holds a level 6 qualification. The setting opens Monday to Friday from 8.45am to 11.45am and from 12.15pm to 3.15pm, during term time only. Children can also choose to stay for lunch from 11.45am to 12.15pm. The setting provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Pat Edmond

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 observed the quality of care and teaching, both indoors and out, and assessed the impact this has on children's learning, development and welfare.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke with the manager and staff during the inspection. Parents also contributed their views and these were taken into account.
- The inspector carried out joint observations of group activities with the manager. The inspector looked at a sample of documents and records. This included evidence of the suitability of staff working in the provision and a range of other documentation, required for the safe and effective management of the provision.

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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