

Inspection of Phoenix Day Nursery

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

Inspection date: 15 November 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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children become confident learners at this warm and friendly nursery. They look forward to their time here and build close relationships with staff. Staff get to know the children very well and find out about their likes and dislikes. They support children to settle in at their own pace. This ensures that children feel safe and secure. This, in turn, helps them to be ready to learn.

Children benefit from spending time in the nursery's 'movement room'. They learn to develop their physical skills, such as jumping and hopping. Staff sing action songs with children and encourage them to be active. Children take part in yoga sessions. This supports children's physical well-being and helps them to understand the importance of exercise.

Children access a wide range of learning opportunities inside the nursery. They enjoy visiting the junk-modelling table. Children can use familiar items from home, such as boxes and bottles, to make models. They show pride in what they make. Children keep trying when something is difficult. Staff praise children for their efforts and, in turn, children learn to praise and encourage each other. They say, 'Well done!' when their friends show them their models.

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

- Leaders have a vision for what they want children to be able to know and do before they move on to school. These goals are then broken down into smaller targets for children to achieve. Staff think carefully about these targets alongside what they know about children's interests. They use this information to plan meaningful activities that help children meet their next steps in learning. As a result, children make good progress.
- There is a strong focus on supporting children to understand and learn new words. Children learn a 'word of the week', which is shared with parents and carers to support this new learning at home. They use newly learned words as they play imaginatively. For example, as children play with animal toys, they name the animals and the noises that they make. Children pretend to work in a café and name types of food. This helps to develop children's vocabulary.
- Children learn to be respectful. Staff teach children to say 'please' and 'thank you'. Children help to tidy the toys and resources away when they have finished playing. Staff remind children of the rules. This helps children to know how to keep themselves and others safe. Children learn about 'The Colour Monster' story. The story helps children to identify feelings as colours and teaches them to recognise and talk about their own emotions.
- Children have access to an outdoor play area. However, the outdoor area is not yet developed enough to fully support children's development across the seven

areas of learning. Children do not receive opportunities to learn out and about in their community. This limits what children can find out about nature and where they live.

- Children with special educational needs and/or disabilities receive good levels of support. Staff make referrals to the correct agencies to provide further help for children. Leaders use funding to buy resources to meet the specific needs of children.
- A high number of children who attend the nursery speak English as an additional language. Staff are beginning to learn key words in the many home languages spoken by children. However, these key words are not yet consistently used by staff. This does not fully support younger children's understanding and communication skills.
- Leaders have worked hard to make improvements to the nursery. Parents now receive photos and information about their children's learning via an online app. Supervision sessions support staff in knowing how they can plan for their key children. Managers observe staff and think about ways to help them to develop their teaching skills. Consequently, children benefit from high-quality experiences and interactions from staff.
- The nominated individual was unaware of his statutory duty to notify Ofsted of any persons listed as company directors of the nursery. However, the listed directors did not have any contact with children in the nursery. This minimises any impact on children's safety.

Safeguarding

The arrangements for safeguarding are effective.

Staff carry out headcounts of children when they move around the nursery. They hold children's hands or use safety reins when they walk by the road to the outdoor play area. This keeps children safe in the nursery. Staff access online training to strengthen their knowledge of safeguarding issues. Leaders regularly check how well staff understand safeguarding policies and procedures. Leaders and staff show a clear understanding of whistle-blowing policies. There are procedures in place to manage any allegations against adults working in the nursery. This ensures that the right action can be taken if there are concerns for a child's welfare.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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improve knowledge of changes that must be notified to Ofsted, particularly in relation to individuals associated with the nursery.	02/12/2022
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To further improve the quality of the early years provision, the provider should:

- develop and enhance the opportunities for children to learn outdoors and in their local community
- continue to support staff in developing the use of key words in children's home languages, particularly for younger children.

Setting details

Unique reference number	EY485759
Local authority	Leeds
Inspection number	10218698
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	20
Number of children on roll	58
Name of registered person	Khan, Saahil
Registered person unique reference number	RP906716
Telephone number	0113 345 6073
Date of previous inspection	16 December 2021

Information about this early years setting

Phoenix Day Nursery registered in 2015 and is situated in the Harehills area of Leeds. The nursery employs seven members of childcare staff. Of these, five 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
Samantha Lambert

Inspection activities

- The inspector discussed any continued 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 spoke to the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a creative activity with the manager.
- Parents shared their views on the nursery 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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