

Inspection of Kelloe Phoenix Centre

Kelloe Community Primary School, Front Street, KELLOE, County Durham DH6 4PG

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	Good
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What is it like to attend this early years setting?

The provision is good

The nurturing nursery environment helps children to feel happy and safe. Children who are new to the setting are offered bespoke settling-in sessions, giving them the time they need to feel secure. Children quickly become confident in their new surroundings and enjoy joining in with the activities on offer. They build warm and trusting relationships with staff. Babies thrive with reassuring cuddles; toddlers seek out help with their personal needs; and older children confidently ask adults to support them to solve problems. Children are supported to take turns and share. For example, when toddlers create pictures using pens, staff point out children who do not have pens and encourage others to share. When disagreements occur, staff provide swift support. They encourage children to manage their feelings and behaviour by setting clear rules and boundaries. This helps to create a calm environment, where children behave well.

Children benefit from daily opportunities to sing songs and read books. Babies enjoy pointing to pictures of familiar songs while staff sing. They babble and join in with the actions. Toddlers enjoy looking at the pictures in well-known story books. Staff sensitively introduce new words and encourage children to repeat them back. Pre-school children enjoy regular visits to the nursery library. They attentively listen to stories and talk about their favourite authors. Children are developing their communication and language skills well.

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

- The manager and staff plan a broad and exciting curriculum that is focused on children's interests and levels of development. Staff use their knowledge of children to work effectively together to identify and plan for children's next steps. Children make good progress from their starting points.
- Staff promptly identify children who may benefit from additional support and those with special educational needs and/or disabilities (SEND) and provide targeted assistance to help close gaps in their learning. The special educational needs coordinator (SENCo) works closely with parents and other professionals to tailor support plans that reflect children's individual needs. The nursery's inclusive approach has a positive impact on the quality of education for all children.
- Mealtimes are calm and sociable times when adults and children sit together and chat. Children are encouraged to develop their independence and small-muscle skills by feeding themselves. Staff engage children in discussions about the food they have on their plates. However, sometimes, opportunities to emphasise the importance of healthy lifestyles or help children to understand the benefits of the healthy foods they eat are overlooked.
- A strong and effective key-person system is embedded at the nursery. Staff

know their children well and provide activities that cater for their interests and next steps in learning. Staff work closely with parents to establish children's starting points, ensuring that children are well supported from the beginning of their journey.

- Opportunities for children to learn about mathematics are well supported by staff. Staff skilfully weave the teaching of mathematics into everyday activities. For example, children enjoy filling and emptying containers while playing with sand. Staff support play by using language such as 'full' and 'empty'. Children are also supported to count and develop their understanding of numbers during daily routines. This helps children to strengthen their understanding of mathematical concepts.
- Many opportunities are provided to ensure that children are physically active. Young children learn to pull themselves up in preparation for walking. Toddlers learn to climb steps and navigate spaces. Pre-school children develop their small-muscle skills ready for writing. Children's physical skills are developing well.
- Arrangements for regular supervision of staff have been implemented. However, individual targets are not always clearly identified and, as a result, staff are not always clear about their next steps for professional development.
- Staff work closely with parents. They share information about children's learning through an electronic app that parents can contribute to. Staff make effective use of settling-in arrangements to build strong relationships with families and children. Parents feel that their children are well prepared for school and would highly recommend the nursery to others.
- Partnership working is effective. Leaders prioritise effective transition procedures and work closely with feeder schools to ensure children are well supported and ready for their next steps. Transitions within the nursery are well planned. Staff work together to discuss children's needs and interests. Movement between the rooms is seamless.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of how to keep children safe. They recognise the possible signs and symptoms of abuse and know what to do if they have a concern. Regular training has supported staff to develop a good knowledge of issues such as radicalisation and extremism. The manager carries out effective suitability checks for new staff members to ensure that staff working with children are suitable. Staff complete regular risk assessments to ensure that the nursery is safe, and they teach children how to keep themselves safe during the day.

What does the setting need to do to improve?

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

- extend children's understanding of how healthy eating habits contribute to their overall health
- enhance formal supervisions of staff to focus more sharply on providing clear targets for professional development, to raise the quality of practice further.

Setting details

Unique reference number	EY369584
Local authority	Durham
Inspection number	10216342
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	54
Number of children on roll	38
Name of registered person	Kelloe Phoenix Centre Ltd
Registered person unique reference number	RP527832
Telephone number	0191 377 1739
Date of previous inspection	17 November 2016

Information about this early years setting

Kelloe Phoenix Centre registered in 2008. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or higher. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. This includes provision for after-school care. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with SEND.

Information about this inspection

Inspector

Ruth Williamson

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 provision.
- 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.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The SENCo spoke to the inspector about how they support children with SEND.
- 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 observed interactions between staff and children.
- The inspector carried out a joint observation of a reading 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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