

Inspection of Phoenix Education Day Nursery

H.E Services, Whitewall Road, Medway City Estate, Rochester, Kent ME2 4DZ

Inspection date: 10 January 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children thrive and flourish in this warm and welcoming nursery. They confidently move around the setting, choosing how they play. Children eagerly explore the wide range of exciting opportunities which help them make good progress in their learning. All children, including babies, form strong bonds with their key person. Babies enjoy cuddles and reassurance when they feel tired or upset. Older children make friends and enjoy playing with each other. They demonstrate that they feel safe and secure.

Healthy lifestyles and healthy eating are a big part of the nursery curriculum. Children learn about the benefits of a healthy diet and fresh produce. They are provided with freshly cooked meals. Staff discuss with children the importance of healthy eating and brushing their teeth. Children learn about visiting the dentist. This helps them to develop good hygiene habits. Resources in the home corner reflect this very well. Children cut and play with real vegetables, and all play food reflects and promotes healthy eating.

All children, including babies, have plenty opportunities to explore the outdoors. They enjoy jumping in the big puddle with the staff, and take age-appropriate risks. This helps children become resilient and develop confidence in their abilities.

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

- Staff know their key children well. They use observations and assessments effectively. Staff use these to identify children's next steps and plan activities to support and challenge their learning further. The special educational needs coordinator and staff work closely with parents and external services to provide targeted plan for children's individual needs. As a result, all children, including those with special educational needs and/or disabilities, make good progress in their learning and development.
- Children are supported to be independent. Staff help them to develop key skills, such as going to the toilet by themselves, washing their hands and serving their meals.
- Staff are sensitive to children's emotional well-being when they first join and when they move between rooms. Settling-in processes are robust throughout the nursery, particularly for babies. Staff encourage good behaviour through explanation and gentle reminders, such as saying 'please' and 'thank you'. They praise children for their efforts and achievements throughout the day.
- In general, children benefit from a good, consistent routine. This helps all children, including babies, to know what is happening now and what will happen next. However, at times, children wait too long while staff prepare the next activity. For example, at mealtimes, children, mainly in the toddler and pre-

school rooms, wait for a long time for their food. This impacts on children's behaviour, causing them to become restless.

- Partnerships with parents are a strength of the nursery. Feedback from parents is overwhelmingly positive. They are informed about what their child is learning and how they can help to support them at home. For example, staff provide parents with different resources, such as toilet training information and new baby arrival packs. Parents comment that they are very happy with the care their children receive. Staff share the nursery menu and recipes with them. Parents feel well supported.
- The management team works collaboratively and efficiently. Staff well-being is a priority. Managers evaluate staff workload effectively and ensure it is manageable. Staff comment that they feel very supported.
- Books are a big part of the nursery. Staff read to children and babies throughout the day. They use books to extend and embed children's knowledge and understanding of the wider world. For instance, staff in the pre-school room discuss with children the role of different vehicles while looking at a transport book. They ask relevant and meaningful questions to extend and further support children's language. Children enthusiastically join in and voice their ideas. As a result, they develop a love of books and become confident communicators.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff are aware of their roles and responsibilities in keeping children safe from harm. They have good knowledge of all safeguarding aspects, including radicalisation. The management team and staff can recognise and identify the signs and indicators of abuse and neglect. They know what to do and who to contact if they have a concern about a child or an adult, including allegations against a member of staff or a manager. A robust recruitment procedure is in place to ensure that those working with children are suitable. The management team conducts regular supervisions and staff meetings.

What does the setting need to do to improve?

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

- review and improve transition times between activities, specifically at lunchtime.

Setting details

Unique reference number	EY411978
Local authority	Medway
Inspection number	10263547
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	73
Number of children on roll	118
Name of registered person	Phoenix Education Day Nursery Ltd
Registered person unique reference number	RP529867
Telephone number	01634 717151
Date of previous inspection	4 May 2017

Information about this early years setting

Phoenix Education Day Nursery registered in 2010 and is situated in Rochester, Kent. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. It also operates a holiday club. There are 31 members of staff. Of these, one holds early years teacher status, one holds qualified teacher status, and 18 hold relevant early years qualifications at level 3 or above, including the two managers. The nursery is in receipt of funding for the provision of free early years education for children aged two, three, and four years.

Information about this inspection

Inspector
Oshra Murphy

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The managers and the inspector completed a learning walk together and discussed the curriculum and what it is that they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Children and staff spoke to the inspector at appropriate times during the inspection.
- Parents shared their views of the nursery with the inspector during discussion, and the inspector took account of these views.
- The managers and the inspector held a meeting together. The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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