

# Inspection of Phoenix Pre-School

Phoenix Pre School, Moose Hall, Leigh On Sea SS9 1SY

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Inspection date: 3 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 at the pre-school with big smiles. They quickly seek out their friends and give them a hug. Staff plan suitably challenging activities for the children, which connect to their interests. As a result, children soon settle into their play. For example, children 'sweep and mop' the floors in the home corner and sell goods in the pre-school 'shop'. Throughout the day children are constantly engaged in their play.

Children enjoy a range of interesting and enjoyable learning experiences. For example, they match numbers as they play bingo and search the garden for minibeasts. Children play well together. They develop imaginary play scenarios, such as taking the car to the car wash and going to the shops. Children choose from a variety of dressing-up outfits as they take on imaginary roles.

Outside, children develop their physical skills. They navigate the climbing wall with skill and race around confidently on wheeled toys. Children are developing an understanding of healthy lifestyles. For example, in the pre-school 'shop' they identify the foods are a healthy choice. Children enjoy healthy snacks such as apples and bananas. They show increasing independence, as they pour water and milk from jugs for themselves and their friends.

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

- The provider has introduced a clear curriculum that focuses on children's starting points. Staff use observation and assessment to identify what children already know and can do. They plan a range of activities that support and extend children's interest and talents. Regular topics broaden children's experiences and knowledge. Children visit the local woods every week and take part in the dedicated 'outdoor learning' session. They learn about nature and explore the environment.
- Children benefit from a language-rich environment. Staff provide narratives alongside children's play. For example, when playing with the 'dinosaur swamp', they speak about the texture of the sand and describe it as 'wet' and 'gloopy'. Children use their acquired language as they play, demonstrating their rapidly growing vocabulary. Children share books with adults and explore the pages, describing what they see.
- Staff interact well with children. As children play, staff talk about what is happening. For instance, when children attempt to build a sandcastle with the wet sand, staff talk about why the sand might be stuck in the pot. However, staff do not consistently extend children's learning through questions that encourage them to think. For example, when discussing how many legs an octopus has, staff do not provide an answer or support children to learn new

information.

- Children are developing mathematical skills. For example, they match two dinosaur figures to a weighted numeral of the number two. They place these on the scales and say, 'Hooray!' when the scales balance. Children count money in the 'shop' and recognise the difference between coins. They confidently name shapes as they use them to create pictures of robots and tractors.
- Children respond well to the expected behaviours. They describe how they use sand timers when they need to share toys with their friends. This is used consistently to help children with managing the resources. Staff support children to recognise and manage their emotions. This helps children to calm down when they are unsettled. However, children have not yet developed the skills to resolve conflicts by themselves as adults manage this for them.
- The provider has a good oversight of the provision. She has clear plans for continuous improvements. Regular observations ensure that staff are supported to identify any areas for professional development. Staff attend regular training and take part in quizzes that test their knowledge.
- Parents speak highly of the pre-school. They comment that children are supported well to develop friendships and enjoy coming to the pre-school. Parents describe the pre-school as 'one big family'. They feel that their children are making good progress because staff know them so well.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of when a child may be at risk of harm. They demonstrate secure knowledge of the indicators of abuse and broader safeguarding topics, such as county lines. Staff are trained to recognise and respond to any concerns, including how to respond to an allegation against a colleague. Regular questioning and quizzes help staff to keep their knowledge up to date. There are robust arrangements in place for recruiting new staff. Suitability checks and references are obtained for all staff. This means that only staff who are suitable may work with the children.

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

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

- extend opportunities for children to use thinking skills that broaden their knowledge
- support children to effectively manage conflicts by themselves.

## Setting details

<b>Unique reference number</b>	EY479985
<b>Local authority</b>	Southend-on-Sea
<b>Inspection number</b>	10295523
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	23
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Phoenix Preschool Limited
<b>Registered person unique reference number</b>	RP533855
<b>Telephone number</b>	07742 515010
<b>Date of previous inspection</b>	6 December 2017

## Information about this early years setting

Phoenix Pre-School registered in 2014. It is located in Leigh-on-Sea in Southend. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Thursday, from 9am until 3.30pm, and on Friday from 9.30am until 12.30pm, term time only. The pre-school provides funded education for two-, three- and four-year old children.

## Information about this inspection

**Inspector**  
Clare Ford

## Inspection activities

- This was the first routine inspection the pre-school has 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 provider joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff, children and parents 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 inspector observed the interactions between staff and children and the quality of education being provided, both indoors and outdoors. She assessed the impact that this was having on children's learning. This included a joint observation.
- 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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