

# Phoenix Day Nursery

31 View Road, Cliffe Woods, ROCHESTER, Kent ME3 8JQ



<b>Inspection date</b>	15 February 2019
Previous inspection date	3 May 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The two nursery managers have worked hard to meet the actions and recommendations from the previous inspection. They have clear expectations for ongoing improvements which they share effectively with staff. They have worked well as a team to develop and enhance the quality of care and teaching standards.
- Staff are nurturing and sensitive. They establish secure attachments with children, who seek and enjoy staff interactions throughout the day. Staff are skilled at recognising and supporting children's individual needs. This helps children to develop good confidence and self-esteem. Parents comment on the 'brilliant' and 'attentive' staff team.
- Staff make regular, accurate assessments of children's abilities. They work well with the managers to monitor and track children's development effectively. Staff plan purposeful experiences which support children's next steps in their development. Children make good progress in their learning.
- Staff have strong relationships with parents. They share information that supports children's learning, development and care needs well. This helps to ensure a consistent approach to meeting children's needs.
- Staff do not always plan all aspects of the daily routine, for example when children move from play activities to mealtimes, as well as possible. Occasionally, at these times they miss opportunities to ensure children are fully and consistently engaged.
- Staff do not consistently provide young children with a broad range of opportunities to enable them to make marks and further develop their early writing skills.

## What the setting needs to do to improve further

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

- review and improve daily routines to ensure that all children are consistently engaged and motivated and that their learning is effectively supported
- provide greater opportunities for young children to practise their early writing skills when playing.

### Inspection activities

- The inspector viewed interactions between the staff and children in the inside space and outdoor environment.
- The inspector viewed a range of documentation, including the setting policies and staff records.
- The inspector carried out a joint observation with the manager to focus on staff and child interactions.
- The inspector talked to parents and children and considered the views of parents from written feedback.
- The inspector spoke to key people and viewed individual children's development records.

### Inspector

Amanda Vidler

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The managers ensure all staff are knowledgeable of their role in protecting children's welfare. Staff know the children well and have a good understanding of the procedures to follow should they have any concerns. The managers have implemented an effective programme of professional development. For instance, regular meetings and monitoring help them recognise ways to motivate and support staff in order to increase their confidence and enhance their roles. Training opportunities help staff to implement positive changes into practice. For example, staff use knowledge and ideas gained from training to help them review the environment. They implement changes, such as providing more natural resources. This helps to further enhance children's understanding of the world and imaginative play. The managers welcome the views of parents and children to help evaluate the nursery and make changes to enhance the provision further.

### Quality of teaching, learning and assessment is good

Staff are good teachers. They are skilled at recognising how and when to tailor their interactions to support children's learning needs. For example, staff introduce counting and numbers into young children's play with foam bricks. Children show an emerging understanding as they start to independently count the bricks and use their developing physical skills to stack them. Staff use well-considered questions to encourage older children to use their good language skills and talk about objects they are exploring. Children take time to look at objects from a 'special box', such as a glass cup. As staff hold the glass up to the light, children start to use descriptive words such as 'diamond' and 'shiny' to describe how this looks. Children comment that they 'learn a lot' at the nursery.

### Personal development, behaviour and welfare are good

Staff maintain a safe, welcoming and stimulating environment. Children freely explore the resources available and enjoy being able to develop their own ideas and interests in their play. Staff are aware of the importance of outdoor experiences and arrange regular trips, such as outings to the local garden centre to buy soil and flowers for planting activities. This helps to support children's curiosity and social skills. Children behave well and consistently use simple manners, such as saying 'thank you' without being reminded. Mealtimes are social occasions and staff talk to children about the food they are eating. Children show a strong understanding of healthy food and where it comes from. For instance, they talk about how carrots have to be 'picked from the ground'.

### Outcomes for children are good

Children are keen learners who practise the skills they need to support their future learning. They show pride in their achievements and develop lifelong skills, such as managing aspects of their self-care. Babies show an emerging grip and coordination as they use metal spoons to bang on other metal resources to make sounds. Older children use these well-developed skills as they confidently use cutlery to feed themselves at mealtimes.

## Setting details

<b>Unique reference number</b>	EY360657
<b>Local authority</b>	Medway
<b>Inspection number</b>	10089386
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	59
<b>Number of children on roll</b>	173
<b>Name of registered person</b>	Mahmood, Kashaf
<b>Registered person unique reference number</b>	RP515042
<b>Date of previous inspection</b>	3 May 2018
<b>Telephone number</b>	01634 222253

Phoenix Day Nursery registered in 2007. It is located in Cliffe Woods, Rochester. The nursery is open Monday to Friday from 7.30am to 6.30pm, for 51 weeks of the year. There is also a before- and after-school club and a holiday care provision. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs 25 staff, 19 of whom hold appropriate early years qualifications between level 2 and level 6.

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