

# Phoenix Centre Specialist Pre-School

Barnett Lane, STOURBRIDGE, West Midlands, DY8 5PY



<b>Inspection date</b>	26 March 2015
Previous inspection date	9 November 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- All children make outstanding progress because each child is treated as a unique individual. Staff are lively and engage children exceptionally well. Children quickly become familiar with cues staff use to alert them into the changes in the routine of the session. This helps them to begin to develop the skills they need for their future learning.
- The quality of teaching in the pre-school is outstanding. Staff carefully position specialist equipment to support and enable every child to participate as actively as possible. Staff also use technology in the form of an electronic button, along with signing and symbols to maximum effect at circle time. This enables children to communicate as effectively as possible.
- Staff are extremely knowledgeable about the possible signs and symptoms of abuse and neglect. They are aware of and follow detailed procedures should they have a concern. Staff actively promote sensitivity and dignity at all times so that all children feel secure, respected and develop a sense of trust. Consequently, children's welfare is effectively safeguarded.
- Partnership with parents is a key strength in the pre-school. Home visits and close working with parents and other agencies mean that children's needs are identified as precisely as possible. Parents comment that staff give their children genuine care and concern and their children flourish in the wonderful nurturing environment.
- The leadership and management of the pre-school are outstanding. Extremely effective systems are in place to evaluate and reflect on the quality of practice. Highly qualified and passionate staff use information exceptionally well to analyse their strengths and areas for further improvements to enhance outcomes for children.

## What the setting needs to do to improve further

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

- continue to engage even more successfully with other settings which children may attend in the future to ensure the ongoing support of children's excellent progress.

### Inspection activities

- The inspector observed activities in the main play area and the outdoor learning environment, and also conducted a joint observation with the manager.
- The inspector spoke to staff about how the individual needs of each child are met to support their care, learning and development.
- The inspector checked evidence of the suitability and training of the staff and also looked at the policies, procedures and documentation required for the safe and efficient management of the setting.
- The inspector took account of the views of parents spoken to on the day of the inspection and also held a meeting with the manager.
- The inspector looked at a selection of children's records, policies and procedures, and discussed the provider's self-evaluation form and improvement plan.

### Inspector

Patricia Dawes

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

Staff are highly qualified and use their expert teaching skills extremely well to help children make outstanding progress. Although children join the pre-school with skills that are well below what is typical for their age, staff do all they can to meet each child's specific and complex needs. Children make small steps in their progress and assessment information is analysed carefully. This clearly shows where children are not achieving as well as expected. Staff make the appropriate changes and ensure support is quickly made available. Staff engage all children extremely well by using facial expressions, tone of voice and eye contact to encourage children to communicate. During group sessions, staff encourage children to take an active role. Children enthusiastically clap and dance to familiar action rhyme songs and music. At story time, some children are eager to point to familiar characters and push the sound buttons on interactive books. Parents comment that staff keep them informed about their child's learning and that they are able to share new achievements from home. As a result, staff have a very clear picture of children's current abilities and children are very well prepared for moving onto their next school or specialist setting.

### **The contribution of the early years provision to the well-being of children is outstanding**

The premises are extremely spacious, warm and welcoming. Children arrive on the minibus, enter the pre-school and staff help them to settle very quickly into the group activity. Staff follow children's individual health care plans effectively. They follow detailed hygiene procedures to attend to children's intimate care needs. Children's specific dietary needs are well followed. Children have regular daily opportunities for active play to successfully promote their developing physical skills. All children enjoy outdoor play because staff have considered and installed a ramp to the outdoor area, so that all children can access the activities. Children thoroughly enjoy crawling through the tunnel, or practising their balancing skills using the stepping stones. Children eagerly use the instrument stand to explore the sound the instruments make. Throughout their time in pre-school children receive lots of consistent praise and encouragement from staff. This successfully promotes their confidence and self-esteem.

### **The effectiveness of the leadership and management of the early years provision is outstanding**

The leadership and management of the pre-school are outstanding. Staff work extremely well together as a team and consistently share their very good practice and ideas about future changes. The manager monitors the educational programme to ensure children receive a balanced curriculum, which is specific to their needs. Staff work very closely with other professionals, such as speech and language specialists and physiotherapists. They all liaise regularly to focus their efforts on overcoming children's difficulties. Staff work in partnership and communicate with other schools that children will move onto. However, the system they currently use is not yet fully secure to ensure the future ongoing support of children's excellent progress.

## Setting details

<b>Unique reference number</b>	253925
<b>Local authority</b>	Dudley
<b>Inspection number</b>	866806
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	10
<b>Number of children on roll</b>	24
<b>Name of provider</b>	The Phoenix Centre
<b>Date of previous inspection</b>	9 November 2011
<b>Telephone number</b>	01384 273189

Phoenix Centre Specialist Pre-School was registered in 2007. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 6, 4 and 3. The pre-school operates from Tuesday to Friday from 9am until 12 noon and 1.30pm until 3.30pm during school term times only. The pre-school has registered charitable status and is specifically for children with special educational needs and/or disabilities. The pre-school provides funded early education for two-, three- and four-year-old children.

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