

Kelloe Phoenix Centre

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



Inspection date	17 November 2016
Previous inspection date	12 December 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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

- Staff are well qualified and the quality of their teaching is good. They use their knowledge of child development well overall, to promote children's learning.
- Children are motivated learners. They explore the learning environment, indoors and outdoors with confidence. They select their own equipment to direct their play.
- Partnerships with external agencies are strong. The managers demonstrate a proactive attitude in working with other professionals involved with children. This maintains a joined-up approach in the care children receive.
- Procedures for self-evaluation are good. The views of parents, staff and children are sought in order to identify areas for improvement. These support children's outcomes over time.
- Children behave very well in the nursery. Staff help them to understand the routines of the day and appropriate boundaries within the environment.
- Children are supported well when they leave the nursery and move on to school. Effective partnerships with local schools help children to become familiar with their new teachers and ensure continuity in learning.

It is not yet outstanding because:

- Staff do not gather sufficient information about children's prior learning and attainment from parents when they first start at the nursery. This does not fully promote children's rapid progress from the outset.
- Although staff supervision is mostly effective, it is not yet rigorous enough to raise the quality of teaching to an outstanding level across the nursery.

What the setting needs to do to improve further

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

- gather more information from parents about children's prior learning and attainment when they first start at the nursery
- build on the systems for staff supervision that help raise teaching practice to an even higher level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with one of the nursery managers.
- The inspector held a meeting with the managers of the nursery. She looked at and discussed relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents and carers during the inspection and took account of their views.

Inspector

Nicola Jones

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. There is a comprehensive understanding among staff of how to keep children safe in the nursery. All staff know how to act and who to contact should they have any concerns about a child's welfare. All areas accessed by children in the nursery are safe. Ongoing risk assessments are effective in identifying and minimising any potential hazards. The managers monitor the educational activities well in the nursery. They spend time in each room ensuring tasks provided reflect children's interests and stages of development. Children's assessment information is analysed well by the managers. This identifies where individual children may require additional support or challenge in order to help them make good progress. Staff are supported, generally, well in the nursery. Most aspects of supervision are implemented well and they have access to regular training.

Quality of teaching, learning and assessment is good

Staff provide good opportunities that help children develop their exploration and investigation skills. They attractively display vast amounts of autumn leaves in large trays on the floor. Children pick the leaves up in both hands and enjoy the sensation of crunching them together. Staff support children to develop early reading skills. They read stories with enthusiasm and introduce children to new words in a skilful way. Very young children pick up their favourite books and instigate story time with their key person. They join in with key words, sustaining concentration throughout. Older children respond to books equally well. They extend their language skills by making comments when staff ask them questions about the story.

Personal development, behaviour and welfare are good

Children's physical health is supported well. They spend time playing in the outdoor area and enjoy occasional outings in their local area. Staff support children's emotional needs well when they show signs of tiredness or begin to feel unwell. They respond appropriately and share information effectively with parents at the end of the session. Very young children show good independence skills for their age. For example, in preparation for snack time they seek their own mat and place it on the floor. Older children show high levels of confidence in completing tasks for themselves. Staff encourage them to collect their own food at snack time. They quickly respond when asked to tidy equipment away at the end of the session.

Outcomes for children are good

Children make good progress in their learning and some make progress that is better than good. They are developing a good range of skills and knowledge required, in readiness for school. Younger children use their senses and begin to make sounds when they explore their environment. They show interest in objects that light up when they are handled and watch in awe as they change colour. Two-year-old children develop mathematical skills when they play. They repeat words, such as one, two, three, when they play with wooden blocks. Older children recognise numbers and count with confidence when they complete number jigsaws.

Setting details

Unique reference number	EY369584
Local authority	Durham
Inspection number	1059784
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	54
Number of children on roll	72
Name of registered person	Kelloe Phoenix Centre Ltd
Registered person unique reference number	RP527832
Date of previous inspection	12 December 2012
Telephone number	0191 377 1739

Kelloe Phoenix Centre was registered in 2008. The nursery employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or higher. In addition, one of the managers holds qualified teacher status. 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 who have special educational needs.

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