

Inspection of Phoenix Park Nursery Giltbrook

83-85 Smithurst Rd, Giltbrook, Nottingham NG16 2UD

Inspection date:

30 July 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children happily arrive at the nursery and quickly settle into the play activities provided by the staff. Children are curious and want to have a go as they play with the activities and resources. However, not all children make the best possible progress they are capable of. The curriculum designed to support younger children's development is not ambitious enough. Some staff have not had enough coaching or support to help them understand how to promote and extend all aspects of younger children's learning.

Nevertheless, older children are well supported by staff and benefit from well-planned activities. Overall, children's communication and language are supported well throughout the nursery. Staff who work with younger children introduce new words, such as 'squeeze' and 'crunch'. Babies demonstrate their understanding as they respond by squashing dried cereal in their hands. During imaginative play, older children respond well to the open-ended questions asked by staff. They describe to staff how they are going to make a waterfall. Children learn to behave well and confidently seek out adults for support and reassurance during their play. Staff quickly respond and support children's emotional well-being by offering praise and encouragement. Children spend plenty of time outside in the fresh air. They develop their physical skills as they learn to run, roll balls and use tools to dig in the sand.

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

- The new management team is beginning to identify weaknesses in some staff's practice. There are plans in place to help improve teaching and monitor staff performance. However, the coaching and support staff currently receive are not fully effective in helping staff to extend children's learning and development. Some staff do not support younger children well enough or provide them with tailored experiences to help build on their existing knowledge and acquire new skills.
- Staff who work with older children are enthusiastic in their approach, and overall, their teaching skills are good. They complete regular observations and assessments of children's learning and use this information to plan activities. This helps prepare older children for when they move on to the next stage of their learning and readiness for school. However, the curriculum to support younger children's development is not always clear or purposeful. Activities presented to this age group lack challenge, and staff are unclear about what individual children need to learn next. Consequently, younger children are not always well supported to make consistently good progress in their learning.
- The provider ensures the children receive a healthy and well-balanced diet. Staff make sure they inform the cook of children's specific dietary requirements or

allergies to promote children's safety. Staff who work with older children talk to them about the benefits of healthy eating. Children learn to serve their own food and use cutlery correctly, which aids their independence skills.

- Staff have high expectations of children's behaviour. They quickly recognise those children who require extra support to help manage and resolve minor conflicts. Staff provide clear guidance and explanations about the rules of the nursery. Children learn to behave well and play cooperatively with one another.
- Overall, staff help children to learn and understand the importance of effective hygiene routines. For example, older children know and understand how to wash their hands before they eat and after using the toilet. However, good hygiene practices are not followed consistently by all staff. For example, younger children are able to drink from each other's cups and eat cereal intended for sensory play that has been on the floor. As a result, there is a risk of cross-infection.
- Staff make sure children have access to a variety of versatile and tactile materials and resources that support children's sensory development. Older children use their imagination well. They excitedly tell visitors what flavour ice creams they are pretending to make as they explore foam. Younger children are supported by staff to create pictures using paints.
- Staff make sure children develop a love of books from an early age. Younger children enjoy sitting and listening as staff share stories with them. Older children confidently share what they think will happen next in a story. They respond well to the open-ended questions asked by staff.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure staff are provided with ongoing coaching and support to help them to understand how to plan and provide activities and build on their teaching practice	27/08/2024
develop an ambitious curriculum for younger children and ensure staff implement this consistently.	27/08/2024

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

- improve hygiene practice to promote the health of children with particular regard to minimising the spread of infection.

Setting details

Unique reference number	2685893
Local authority	Nottinghamshire County Council
Inspection number	10357288
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	0 to 6
Total number of places	79
Number of children on roll	137
Name of registered person	Phoenix Park Nursery Ltd
Registered person unique reference number	RP552477
Telephone number	01159384805
Date of previous inspection	Not applicable

Information about this early years setting

Phoenix Park Nursery Giltbrook registered in May 2022 and is located in Giltbrook, Nottingham. The nursery opens from Monday to Friday, all year round, with the exception of a week at Christmas. Sessions are from 7.30am to 6.30pm. The nursery employs 23 members of childcare staff. Of these, 14 staff hold relevant early years qualifications at level 2 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Judith Rayner

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The manager and the inspector completed an evaluation of an observation of an activity together.
- The inspector observed the quality of teaching during activities and assessed the impact that this has on children's learning.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector spoke with the manager, deputy manager, area manager, the nominated individual, staff and the children at appropriate times throughout the inspection.
- The manager provided the inspector with relevant documentation, including the evidence of staff qualifications and the suitability records 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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