

Inspection of Phoenix Park Nursery Giltbrook

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

Inspection date: 8 April 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children separate easily from their parents as they arrive at nursery. They happily find their friends and become engaged in activities. Younger children approach familiar adults for cuddles and reassurance if they need it. Older children show growing confidence as they talk to visitors about their time at nursery and politely ask their names. Staff show genuine pride in children's achievements, such as when children take their first steps. This helps to build children's self-esteem as staff tell them how proud they are. Older children confidently talk about their emotions and explain to staff how they could support a friend who may be feeling sad. They are kind to their friends and patiently wait their turn while playing a game.

All children benefit from opportunities to develop their physical skills. Older children learn to jump and hop as staff teach them how to play hopscotch. Younger children learn to navigate small steps and ramps. Staff teach children how to roll a ball to their friends. They help older children to use spades to plant flowers in the garden, which helps them learn about the natural world. Staff support children's developing imagination. They engage children in a range of role-play activities, including making pretend cakes.

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

- Staff support children's communication and language skills well. Younger children enjoy a variety of nursery rhymes that staff sing with them. Staff working with younger children consistently use clear and simple vocabulary accompanied by simple sign language to support children's understanding. Older children are frequently asked more complex questions which promote independent thinking and allow them to practise their problem-solving skills.
- Leaders have established a clear, well-sequenced curriculum which helps children become ready for school. Generally, staff demonstrate a secure understanding of the curriculum and know what they want children to learn. Older children are particularly well-supported. Staff understand what older children need to learn next and plan precise activities to meet their learning goals. However, some staff who are less experienced, struggle to plan or deliver activities to help younger children achieve their next steps in learning.
- Children who are disadvantaged, including those with special educational needs and/or disabilities, are well supported. Staff understand what children need to learn next and provide them with a targeted plan for their development. Staff adapt activities to be inclusive and enable all children to participate. They vary their language to ensure that all children can understand them. Staff work closely with external agencies and understand how to make referrals for additional support when it is required. As a result, all children make good

progress from their starting points.

- Older children understand the daily routine and transitions are managed smoothly. Staff carefully plan lunchtimes in small groups and children are well supported throughout all transition times. This helps to maintain a calm environment. However, transitions for younger children are not always as smooth or well-managed. Younger children spend periods of time waiting for the next thing to happen. At times, they become bored and restless.
- Staff promote a love of books and reading throughout the nursery. Younger children enjoy listening to stories and lifting the flaps in books. They try to copy animal noises that staff make. Older children begin to discover non-fiction books and enjoy reading about plants they are growing in the garden. Children access a wide range of books independently and sit and turn the pages.
- Generally, children behave well. On occasion, when children display signs of unwanted behaviour, staff intervene swiftly and support children to behave in the right way. Older children are beginning to manage their own minor conflicts amongst their friends without needing support from adults. However, staff working with younger children do not always have clear expectations for children's behaviour and, at times, do not support younger children to behave appropriately.
- Staff develop strong partnerships with parents. Parents are happy with the care provided by the nursery. They praise how well staff communicate with them and share children's progress. Parents say that staff provide detailed ideas they can do at home to further support their children's learning.

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

- provide further support to less experienced staff to help them understand how to plan and deliver activities to support children's next steps
- review and improve daily routines and transitions for younger children to minimise waiting times
- support staff to provide a more consistent approach to managing children's behaviour and help children understand what is expected of them.

Setting details

Unique reference number	2685893
Local authority	Nottinghamshire County Council
Inspection number	10398034
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 4
Total number of places	107
Number of children on roll	164
Name of registered person	Phoenix Park Nursery Ltd
Registered person unique reference number	RP552477
Telephone number	01159384805
Date of previous inspection	30 July 2024

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. Sessions are from 7.30am to 6.30pm. The nursery employs 29 members of childcare staff. Of these, 25 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

Rachel Barsby-Robinson

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff 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 nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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