

Inspection of The Phoenix Kindergarten

The Phoenix Kindergarten, 83 Awsworth Lane, Cossall, Nottingham NG16 2SA

Inspection date: 1 October 2024

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Leaders do not fully understand the role of the local authority designated officer (LADO). They have not followed the reporting requirements swiftly enough and delayed reporting allegations about staff to the LADO. Furthermore, leaders fail to report allegations to Ofsted as soon as reasonably practicable. Leaders do not ensure that all relevant documentation in relation to the recruitment of staff is accessible and available for inspection. In addition, the arrangements for the induction of new staff are not sufficient enough to ensure that they fully understand their roles and responsibilities. For example, staff are not sure how to accurately record children's attendance at the setting. These breaches of requirements compromise children's safety.

Despite these weaknesses, children spend much of their day outside, in all weathers, exploring the woodlands that surround the setting. Staff support children to recognise risks in the environment and implement rules to keep children safe. They ensure that children understand that they must wait their turn to climb trees and that to prevent accidents, only one child is allowed to climb at a time. Staff recognise the risk in the environment and ensure that children are closely supervised when playing in puddles and that the gates are locked to ensure that the woodland grounds are secure. However, children do not have a named key person. Therefore, children are unable to build a safe and secure relationship with a key member of staff. This hinders the staff's ability to meet the children's individual development needs. When children become upset, it takes time for staff to be able to provide them the comfort and reassurance that they need, as children do not yet feel safe and secure with the staff that look after them.

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

- Staff are able to describe the signs and symptoms of abuse. They are aware of the types of behaviour and circumstances that would make a co-worker unsuitable to work with children. Staff understand how to record and report concerns to leaders. However, significant delays in taking the appropriate action when allegations are made about the conduct and suitability of people who work with children means children's safety is not fully assured.
- There have been recent significant changes in the staff team. On the day of the inspection, all staff present are new to the setting. Leaders have not completed induction training with all of the staff. Although some of the staff have started working through the induction package, they are not yet fully aware of how to implement the setting's policies and procedures. Furthermore, leaders have not checked that all staff fully understand the information they have been given. As a result, staff do not keep accurate daily records of the children on the premises, including the times that they arrive and leave the setting.

- Leaders do not have a firm understanding of the early years foundation stage requirements. Although leaders understand how to follow safer recruitment procedures to ensure that staff are safe and suitable to work with children. They do not ensure that all records relating to staff qualifications and suitability are available to support the safe management of the setting or for inspection.
- Children have not yet been assigned a key person. This impacts on what staff get to know about children from their parents and hinders their ability to meet the children's individual development and emotional needs. That said, there is a clear curriculum intention to support children to develop a sense of curiosity and confidence to safely explore their environment. Staff aim to support children to develop a love of nature and the natural world around them.
- Despite the weakness in leadership, staff support children to learn about healthy lifestyles. They ensure that children wash their hands before eating and provide them with healthy snacks. Staff are aware of children's dietary requirements. Staff eat alongside children at mealtimes and encourage meaningful conversations. They ask children open-ended questions to encourage them to think and share their ideas. When children tell staff they enjoy treats, such as chocolate, staff use this opportunity well to talk to children about the impact that sugar has on teeth and the need for good oral hygiene.
- Overall, staff are good role models and encourage children to use manners. Interactions between staff and children are calm and patient. When minor conflicts occur between children, staff are quick to step in and remind children of the rules and expectations for behaviour. Staff encourage children to develop their independence. They support children to put on and take off their waterproof clothing and Wellington boots. Staff remind children to store their clothing and boots safely away on pegs and shoe racks to prevent other children from tripping up or falling over the items.

Safeguarding

The arrangements for safeguarding are not effective.

There is not 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
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report allegations about the suitability of staff in line with the local safeguarding partnership guidance, including reporting allegations to Ofsted as soon as reasonably practicable	04/10/2024
ensure all relevant documentation is easily accessible and available for inspection	04/10/2024
maintain an accurate record of children's hours of attendance	04/10/2024
ensure that staff that are new to the setting understand their roles and responsibilities within the setting's policies and procedures	11/10/2024
implement an effective key-person system that meets children's individual needs and promotes their emotional well-being.	11/10/2024

Setting details

Unique reference number	2602131
Local authority	Nottinghamshire County Council
Inspection number	10363119
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 7
Total number of places	10
Number of children on roll	17
Name of registered person	The Phoenix Kindergarten CIC
Registered person unique reference number	2602129
Telephone number	07465 244009
Date of previous inspection	14 December 2023

Information about this early years setting

The Phoenix Kindergarten located in Cossall, Nottingham, registered in 2003. The setting employs four members of childcare staff. Of these, one member of staff holds qualified teacher status, and one member of staff holds appropriate early years qualifications at level 2. The setting opens on Monday to Thursdays, during term time. Sessions are from 9am until 3pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Teresa Lester

Inspection activities

- 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 inspector carried out joint observations of group activities with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.

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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