

Inspection of Phoenix Pre-School

Riders Infant School, Kingsclere Avenue, Havant, Hampshire PO9 4RY

Inspection date: 16 July 2024

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Arrangements to promote children's safety and welfare are not sufficiently secure. The provider does not ensure that senior staff in lead safeguarding roles have the information necessary to keep children safe. For instance, staff are not able to access information about unvetted committee members. In addition, adults whose suitability has not been checked are permitted unsupervised access to the building. Children's safety is further compromised by a failure to meet fire safety regulations.

Weaknesses in staff deployment mean that, on occasion, children outside are out of sight or hearing of an adult. As a result, staff are unable to consistently monitor the well-being of all children.

There are good arrangements to promote children's learning and development. The provider's curriculum supports children's social and emotional progress well. Children enjoy their time at the setting. They are supported by passionate staff, who set clear expectations for their behaviour. Staff are positive role models, showing interest in children's activities, and offering words of encouragement and reassurance. Staff work well to improve children's self-esteem, helping them play and communicate with each other. This successfully supports children to behave well.

Staff help children notice small details about their environment. For instance, when examining a tray of natural sea resources, adults support children to hold shells to their ears and notice the sounds they hear inside. In addition, staff supporting children playing around sand trays point out how sand falling from fingers reminds them of rain. These shared observations help children to develop a love for exploring the natural world.

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

- The provider does not fulfil their responsibility to ensure that children are adequately safeguarded. Contractors from outside agencies, who have not been vetted by the provider, are left unsupervised in areas accessible to children. For example, during busy transition times, unknown adults are able to walk unsupervised through a hallway which adjoins an unsecured disabled toilet and classrooms, which have doors that are wedged open. As a result, the safety and well-being of children in the setting are not secure.
- The provider has not met their obligations to keep the premises fit for purpose. For instance, one fire exit has an intermittent fault with an exit door that requires force to open. The provider has known about the faulty door for some time and has failed to take sufficient action. This does not ensure that fire safety arrangements would be effective in the event of an emergency.

- The provider has notified Ofsted of changes to the committee. However, they have not provided the information required for Ofsted to be able to complete the required checks to determine the suitability of committee members.
- Children of all ages use the role-play resources in the side alley. This area is not always monitored by staff who are supervising outside. Leaders have installed a CCTV camera so they can monitor the side alley from the office. However, staff are not always present in the office and, on occasion, children are unsupervised in this space. This does not adequately ensure their safety.
- There are weaknesses in the arrangements to operate the service when the manager is absent. The provider does not ensure that those left in charge have a fully secure understanding of the responsibilities of the manager's role. In addition, these staff do not have access to all the information and records needed to ensure the safe and efficient running of the setting.
- There is very good support for children with speech and language delays. The knowledgeable and passionate special educational needs coordinator (SENCO) works effectively with specialist professionals to improve outcomes for children with communication needs. She has adapted specialist resources, for example communication mats, to further support language use at snack time. She also runs regular sessions with children that have helped to develop their speech sounds. Children who need additional support for their speech and communication make good progress in these areas.
- Staff are enthusiastic and have a positive energy they share with the children. This supports children to have a go at new activities they might find challenging. For instance, during a yoga session, staff encourage children to make up fun names, such as 'dragonfly' and 'flamingo', for their yoga poses. Children enjoy these sessions while developing important listening, attention and gross motor skills that support their ongoing development.

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, the provider must:

	Due date
ensure that adults whose suitability has not been determined do not have unsupervised access to children	02/09/2024

ensure that effective fire safety arrangements are in place, specifically that fire exit doors are able to be opened easily from the inside	02/09/2024
ensure that Ofsted is provided with the information needed to check the suitability of committee members	02/09/2024
ensure staff are deployed so that children are within sight or hearing at all times, as required	02/09/2024
implement appropriate arrangements to ensure the safe and efficient running of the provision at times when the manager is not present.	02/09/2024

Setting details

Unique reference number	507939
Local authority	Hampshire
Inspection number	10348720
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	50
Number of children on roll	78
Name of registered person	Phoenix Pre-School Committee
Registered person unique reference number	RP519745
Telephone number	02392498500
Date of previous inspection	13 November 2018

Information about this early years setting

Phoenix Pre-School established in 1981. It operates from a purpose-built building on the site of Riders Infant School, situated in the Leigh Park area of Portsmouth. The pre-school is open each weekday from 8am to 3pm during term times. It is in receipt of funding to provide free early education for children aged two, three and four years. A team of 13 staff work with the children. Of these, three hold an appropriate qualification from level 4 to level 6 and nine staff hold an appropriate qualification at level 3.

Information about this inspection

Inspector

David Watkins

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, SENCO and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The SENCO spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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