

Victoria House Day Nursery Limited

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Victoria House Day Nursery owned by Victoria House Day Nursery Ltd was registered in 2006 and is one of two nurseries owned by the directors. It operates from a large converted Victorian house, situated in the St John's area of Worcester city. The nursery serves the surrounding area. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6.00pm. Children are able to attend for a variety of sessions. A maximum of 66 children may attend the nursery at any one time. There are currently 50 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs nine members of child care staff. Of these, all hold or are working towards appropriate early years qualifications, including Qualified Teacher Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting has a wonderful ethos which provides a homely child centred environment in which children thrive. Staff are highly qualified and experienced and have an excellent knowledge of each child's individual needs and interests. Effective partnerships with parents and other agencies involved with the children contributes significantly to ensuring children are safeguarded, get any additional support they need and make very good progress. Regular monitoring and self-evaluation by the providers and staff ensures that any priorities for future development are promptly identified and acted on.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- embedding further staffs knowledge of new methods of planning and observation to ensure that children maintain a level of development in line with their capabilities and starting points.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded. Child protection procedures are clearly understood and rigorously applied. In depth policies and procedures, including whistle blowing and a bogus caller's policy, are stringently implemented. Robust recruitment and induction procedures, backed by ongoing relevant staff development and training, ensure that all staff working with the children are suitable, capable and well qualified. The premises are very welcoming, brightly decorated with children's work and well maintained. Risk assessments, which cover all areas, equipment and outings, enable children to safely enjoy a wealth of activities whilst developing their knowledge of how to keep themselves safe.

Children's care and early education is successfully promoted by a very dedicated, caring and motivated team of adults who are passionate about the service they provide. The development of a very effective key person system means children's needs are understood and met and parents have daily written and verbal feedback from staff working with their child. Provision for children with learning difficulties and/or physical disabilities and those for whom English is an additional language is exemplary. Staff work closely with each child's family and the other agencies involved in their care and early education. Additional resources, such as 3D pens and the use of simple signs, enables all children to participate and feel special. The setting is pro-active in fostering strong partnerships with parents, carers and other professionals. Parents' views are highly valued and the setting is keen to respond to the needs of the families who attend the group. For example, prompt action has been taken to make improvements to the aspects of communication highlighted in recent parents' questionnaires. Parents are delighted with the setting and speak highly of staff who they say are approachable and dedicated. They are happy that their children smile when they come to nursery and they are confident to leave their children with the staff knowing that they will be well cared for. The implementation of a communications book helps to promote continuity in children's care and learning if children attend more than one setting. Information is readily shared with the schools that older children move to and the setting has been praised for its professional approach.

Extensive documentation enhances the excellent practice and ensures the safe and efficient management of the provision. The providers, manager and staff are totally committed to continuous improvement and the capacity for this is excellent. They work closely together to find and implement systems to develop the provision and ensure that children consistently receive a high level of childcare and education. All actions and recommendations from the last inspection have been successfully and comprehensively addressed. This results in a setting that is forward thinking, exceptionally well organised and demonstrates a shared vision for the future to ensure that continuous improvement is sustained.

The quality and standards of the early years provision and outcomes for children

The setting is totally child orientated and staff strive to ensure that children have fun and enjoy all aspects of their time here. Children are making exceptionally good progress in all areas of learning and development. They benefit from the support of experienced and enthusiastic staff who capably organise varied and adaptable activities to foster children's curiosity and motivation. Comprehensive revisions to planning, assessment and the organisation of activities, especially in the Pre-school room, has resulted in the very successful promotion of child-centred learning. Children are actively involved in planning and their ideas, choices and interests are fully encouraged by staff. The changes to planning and observations have recently been cascaded throughout the nursery and, although not a specific weakness, this needs to be fully embedded to ensure that children continue to make progress in line with their capabilities and starting points.

Children love learning in this stimulating environment. They confidently decide what they want to do, relishing the opportunities to play both indoors and outside. They expertly ride on wheeled toys or move like animals under the sea. Older children use the climbing frame and slide with dexterity whilst learning to keep themselves safe. Younger children become absorbed in craft activities as they glue and glitter witches hats or paint and decorate the salt dough dinosaurs they have made. Babies delight in tactile experiences as they investigate textures of pasta, pumpkin flesh and seeds and natural materials, such as coconuts, shells and wood. Children's experiences of their local community are developed as they regularly walk to the nearby shops, visit the library and receive visits from police officers and the local pet shop owner, who showed the children how to care for Bert the nursery rabbit. Children discover the wider world as they learn about a different country every month tasting food and celebrating festivals.

Children interact positively both with adults and their peers and actively seek them out to participate in activities or to show off their achievements. For example, children are proud of their dinosaur models and enthusiastically talk about them. They play beautifully with their peers, for example, when in the sand pit or when walking on the dinosaur feet. Behaviour is exemplary and is supported through clear and concise behaviour management strategies. Staff act as positive role models. They foster children's self esteem and offer praise and encouragement at all times as they sensitively remind children to share with their friends, to be polite and to be kind and helpful. The setting is wholly inclusive and all children are integrated and included in activities. Children with additional needs are supported by experienced practitioners who work closely with other professionals to ensure that their needs are consistently met.

Children develop valuable life skills. They are confident, increasingly independent and very helpful, competently tidying up at the end of a session. They learn the importance of following simple hygiene routines, understand the importance of washing their hands before eating or after messy play and adeptly show staff and visitors the correct procedures for hand washing after visiting the toilet. They are very well cared for if they become sick or have an accident and there are stringent

procedures in place to protect them from infection. They enjoy healthy meals and snacks which consist of a variety of fresh fruit and vegetables and learn about healthy eating as they grow their own fruit and vegetables in the garden. Excellent procedures have been implemented to ensure that children's dietary requirements are recognised and met appropriately. Meals and snack times are sociable occasions when children sit round the table together and chat about their day.

Children are beginning to understand about staying safe as they practise evacuation procedures and learn how to use equipment safely. The support and care they receive from staff and the bonds they are forming with them enable children to feel secure and safe in their environment.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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