

# Victory Nursery (Angell Town)

Inspection report for early years provision

---

<b>Unique reference number</b>	EY303592
<b>Inspection date</b>	25/06/2012
<b>Inspector</b>	Sangeeta Gardiner

<b>Setting address</b>	St John's Church Hall, Angell Road, London, SW9 7PF
------------------------	---

<b>Telephone number</b>	0207 274 6263
<b>Email</b>	cvgicare@aol.com
<b>Type of setting</b>	Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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**

Victory Nursery (Angell Town), registered in 2005, is one of two nurseries under the same management. The nursery is purpose built and serves the local community. The premises include a baby room for children under the age of two years, a hall for the over twos and a smaller room for sleep time and use for after school club children. Children also have access to an enclosed outdoor area. Although the provision is based on Christian principles, the nursery is open to children from all backgrounds. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 47 children at any one time from the ages of nine months to eight years, all of whom may be in the early years age group. There are currently 23 children on roll aged from two years to five years in the nursery and six children up to the age of eight in the after school club. The nursery is open each weekday from 7.30am to 6pm and the after school club runs from 3.30pm to 6pm. The nursery receives funding for the provision of free early education for children aged three and four years. It supports children with special educational needs and/or disabilities and those who learn English as an additional language. The nursery employs eight members of staff. Of these, two hold relevant qualifications at level 2 and three have relevant qualifications at level 3. One member of staff has a foundation degree and the manager holds Early Years Professional Status.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy, settled and are eager to join in with activities. Staff ensure that children and parents are made to feel welcome, which helps all children to feel safe and secure. Overall, suitable policies and procedures are implemented well to support the needs of the children. Effective systems of observation and planning enable children to make good progress in their learning and development. Management has a clear vision for continuous improvement in order to raise achievements for children and has the ability to maintain this progress. This is clearly evident in the successful development already achieved.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- improve sleeping arrangements for children, so that each has their own bed linen (which may be provided by parents or the nursery)
- broaden the experiences of children attending the after school club, so they

are provided with resources and activities that enable them to problem solve and develop a sense of curiosity, in order to develop further skills for their future lives.

## **The effectiveness of leadership and management of the early years provision**

Staff have a good understanding of how to keep children safe from harm and the nursery has a detailed safeguarding policy. Secure arrangements are in place for the safe arrival and departure of children and the nursery keeps a record of visitors. Effective suitability checks are carried out on all staff who subsequently undertake an induction process. Effective use of risk assessment enables children to move around the nursery safely. Children also have a good awareness of how to keep themselves safe; for example, they understand the evacuation procedure in case of an emergency. All required policies and procedures to support the efficient and safe management of the nursery are in place.

Staff and parents contribute towards the nursery's self-evaluation, with advice followed from outside professionals. Management has a clear vision and well-targeted action plan for future provision; consequently, realistic targets are in place to raise achievements for children. The nursery has recently introduced staff appraisals and staff are encouraged to attend training in order to update their skills and knowledge. Overall, good progress has been made to address the points raised from the last inspection.

Children use both the indoor and outdoor areas throughout sessions. Staff are deployed effectively in order to monitor children's safety and support their learning. Resources are well organised and, overall, the quality of the equipment is suitable to meet the needs of the children attending the nursery. However, there are limited resources and activities for children in the after school club to problem solve and develop a sense of curiosity in order to gain useful skills for the future.

Good relationships exist with parents who are encouraged to share their views on the nursery. Parents say that their children are very happy, well looked after and making good progress. Parents are invited to share their knowledge and expertise that is associated with their varying cultures, so children learn to respect each other's backgrounds. Information is shared with parents in a variety of useful ways, such as parents' meetings, newsletters and through good use of notice boards.

The nursery has positive links with outside professionals and local primary schools. Management understands the importance of building partnerships with other professionals in order to support children's ongoing welfare and learning, doing so effectively.

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

Children are happy, settled and have trusting relationships with staff. Staff praise children and celebrate their achievements through words such as 'Wow, that is really, really good'. This helps children develop a positive attitude to learning and good self-esteem. Behaviour is good and staff have a clear understanding of how to support this. For example, children learn to share resources and take turns when pouring their drinks. Children have good understanding of how to keep themselves safe. For example, they learn about road safety, benefiting from visits from the police and road safety officers. Children manage their personal hygiene well and enjoy choosing what to do from the activities offered. The systems in place set good foundations for their growing personal care and independence.

Overall, children develop a secure understanding of how to lead a healthy lifestyle. They are provided with healthy snacks and nutritious meals which are prepared and cooked on the premises. Staff are well aware of children's dietary needs and talk to children about what foods make them strong. Opportunities are provided for children to engage in a range of physical activities. Provision is made for children to sleep; however arrangements for sleep routines do not include children having their own bed linen, to aid sleeping comfortably.

Children are eager to play and join in with activities. Their levels of concentration are good as they spend time either doing what they choose or joining in specially planned activities. Children make imaginative use of resources that can be used in various ways; for example, to design and build models from crates and construction sets. Children enjoy listening to stories and their communication and language skills are good as they chat with staff. They make good use of their new numeracy skills. Children use their imaginations, for example, while playing with dinosaurs and 'making tea' in the pretend play area. Children use resources, such as a computer and CD player, to practise their information and communication technology skills for future learning.

The staff help all children to settle in well, including those who learn English as an additional language, for example by learning useful words in their children's home languages. Children learn to respect each other and gain a basic understanding of diversity and difference, engaging in events celebrating Black History Month and the Chinese New Year. They learn about others through hearing stories, singing songs and seeing pictures and posters reflecting positive images of the diverse society in which they live.

Staff undertake observations of children's achievements and interests, then plan on-going experiences for each child. Children's files provide details of observations, individual development plans and photographs of them enjoying activities. These records demonstrate that staff track progress carefully. Detailed Individual Educational Plans are devised for children with special educational needs and/or disabilities. Planning sheets are well organised and effective in helping individual progress because these reflect specific activities for targeted children. Staff share planning, which means they all know individual children's needs. Observations and

planning are shared with parents, so they are fully aware of their children's progress and can contribute to the system.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **Annex B: the Childcare Register**

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

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