

# Victoria Park Day Nursery CIC

Inspection report for early years provision

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EY439746

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02/07/2012

**Inspector**

Claire Parnell

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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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 Park Day Nursery originally opened in 1996 and re-registered in 2012 after a change of organisation. It operates from three rooms in the pavilion in the grounds of Victoria Park in Ashford, Kent. There is a secure enclosed outdoor play area and children also go on walks in the adjoining park. The building is accessed through the park and there is car parking nearby. It is open each weekday from 9am to 3pm, during school term time only. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 24 children under eight at any one time. There are currently 57 children in the early years age range on roll. The nursery supports children with special educational needs and/or disabilities and those who are learning English as an additional language. There are eight members of staff, all of whom hold appropriate early years qualifications. The nursery provides funded early education for two-, three- and four-year-old children.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The staff soundly promote and meet the unique needs of most children. They know most children well and provide for their ongoing development through an effective assessment and observation system. However, children learning English as an additional language are not supported fully effectively. The partnership with parents is sound with clear communication systems to promote continuity. However, the nursery does not communicate with other settings to promote a shared approach to children's learning. The directors and staff work hard to commit to continuous improvements through a self-evaluation system, although changes to practice and policy are not always assessed for effectiveness.

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

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

- value linguistic diversity and provide opportunities for children to develop and use their home language and English in their play and learning
- develop the evaluation system to bring about changes in the provision and assess the effectiveness of practice
- develop systems to maintain a regular two-way flow of information with other providers to promote a shared approach to children's care and learning.

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

The policies and procedures for safeguarding are effective and staff are aware of what to record and who to report to should they have any child protection concerns. Most staff have attended up-to-date safeguarding training so are confident in this area. All required documentation is thoroughly completed and shared appropriately with parents to promote children's welfare. Thorough risk assessments are carried out as well as daily checks to minimise hazards. Robust recruitment procedures are in place to provide a workforce which is suitably checked, qualified and skilled to work with the children.

The resources available to children offer appropriate choice and variety. The resources are clearly labelled, enabling children to make decisions about what to play with to encourage independence. Equality and diversity is adequately promoted. Staff gain effective information through the registration form about children's backgrounds and individual needs with regard to religion, additional needs/ disability and language spoken at home. However, despite appropriate resources being available, staff do not always support children who are learning English as an additional language appropriately. For example, staff talk about a pictorial system but this is not used to support a young child who does not speak any English. Children use resources which promote positive images of today's society, such as puzzles, dolls, posters and books. This helps them to learn about diversity.

The nursery is committed to making continuous improvements by appropriately identifying strengths and weaknesses. However, evaluation is not regular and is not always used effectively to ensure changes are implemented successfully. For example, directors do not consistently review whether documents, policies and information about children are used to support their individual needs effectively. All staff have opportunities to input into the evaluation system and information and advice from the local authority is also used to make changes to practice.

Appropriate partnerships with some other professionals and agencies are in place, such as physiotherapists, speech and language therapists and teachers from local schools. This helps to support multi-agency working and continuity for most children. However, there are no links made with settings that share the care of children. Therefore a consistent approach to children's care and learning is not promoted for these children.

Staff establish sound relationships with parents and carers. Regular newsletters keep families up to date with what is happening at the nursery. In addition, there is an informative website that provides access to policies and procedures. Parents can see children's developmental records on request and at parent evenings. Parents say that their children are well cared for by staff who know them well.

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

Children are greeted warmly by the staff as they arrive and settle. Children make decisions about what they want to play with and where they want to play. The outside area is used well on a daily basis to promote all areas of learning. Children feel comfortable with staff who interact well to excite their interest in the activities available. Staff talk to children about their interests and use effective open-ended questions to challenge and extend their thinking. Children are confident to ask visitors questions and are inquisitive to know what they are doing. They openly explore and investigate the resources around them and demonstrate their understanding of the world around them. For example, they hold a shell to their ear and tell visitors that they can hear the sea. They then continue to explain where shells come from and what sand feels like. Most children communicate well with each other and staff, using gestures, expressions and verbal communication. However, children who are learning English as an additional language are not supported effectively to develop their communication skills. Staff do not know any key words in their home language to support them. Children mark make using resources both indoors and outdoors. They use chalks on boards and on the floor to make lines, dots and arcs, showing staff with pride what they have drawn. They excitedly look for the letters of their names on the keyboard of a visitor's computer. They show an understanding of print having a meaning. Children demonstrate ongoing development with physical skills. They show determination to challenge themselves to try new skills. For example, they climb to the top of the low climbing frame and attempt to jump off. Some children begin by asking staff to hold their hands and then build up courage to jump unaided, resulting in a great sense of achievement and self esteem. Children are developing appropriate skills for the future.

Staff use a continually developing system to assess, observe and plan for children's learning. Planning is flexible and continuously added to in order to reflect children's achievements and next steps for learning. Observations of children's achievements are shared with all staff. They are used to inform the planning and ongoing monitoring of children's progress within the Early Years Foundation Stage.

Children's well-being is promoted adequately. Children are encouraged to wash their hands before eating and after messy play. Tissues are accessible to children, who demonstrate their understanding of wiping their noses and disposing of tissues appropriately to promote hygiene procedures. Drinks are available to children at snack and lunch time and upon request. Children have access to fresh air and outdoor play every day. Children are encouraged to explore movement and enjoy exercise.

Children have a good understanding of keeping themselves safe. They make decisions for themselves. For example, they bring a thick mat to the climbing frame to jump on to help them land more safely. They negotiate resources left on the floor outside when using the bikes and ride-on toys. They listen to instructions from their peers and staff about being careful of toes and fingers. Children's behaviour is generally good. They show concern for others when they notice

bumps and scrapes on children. They ask how they did it and put an arm around their peers to comfort them. They openly share by using sand timers, watching with anticipation for when it is their turn.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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