

Victoria House Day Nursery Limited

143 Bromyard Road, St Johns, Worcester, WR2 5DL

Inspection date	07/08/2013
Previous inspection date	25/10/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Babies and children are purposeful learners who respond to the staff's effective and enthusiastic support. Children make good, and in some cases better, progress. Staff confidently plan and organise rich and varied learning experiences which take full account of each child's interests, starting points and abilities.
- Babies and children are happy and settled. They form close attachments with kind, caring staff who create a reassuring and rewarding environment where children grow in confidence and thrive.
- The staff are passionate about what they do and dedicated to promoting babies' and children's care, learning and development. They have positive relationships with parents, who feel welcomed and fully informed about their children's activities, achievements and care.

It is not yet good because

- The provider only partially meets some of the requirements of the Statutory framework for the Early Years Foundation Stage. This demonstrates weaknesses in the provider's self-evaluation procedures and does not ensure some aspects of children's welfare are consistently promoted.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the pre-school building, the babies' and toddlers' creative play and eating area, and the outside learning environment.
- The inspector spoke to the provider on the telephone and met with the deputy managers of the nursery.
- The inspector spoke to staff and children throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the staff working with children.
- The inspector discussed the provider's monitoring and evaluation procedures and improvement plans.
- The inspector took account of the views of parents and carers spoken to on the day and from their feedback to the provider.

Inspector

Rachel Wyatt

Full Report

Information about the setting

Victoria House Day Nursery Limited was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three settings owned by Victoria House Day Nursery Ltd, and operates from a large converted Victorian house situated in the St Johns area of Worcester. The nursery serves the surrounding area. It is accessible to all children and there are enclosed areas available for outdoor play.

The nursery employs seven members of childcare staff, including the provider. Of these, all hold appropriate early years qualifications at level 3 or above. One member of staff holds level 6. The nursery opens Monday to Friday for 51 weeks of the year, closing for Bank Holidays and a week at Christmas. Sessions are from 8am until 6pm. Parents have the option of requesting an early start at 7.30 am. Children attend for a variety of sessions.

There are currently 43 children on roll who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve staff deployment arrangements to ensure staff-to-child ratios are met at all times
- improve procedures for administering non-prescription medicines so that information is always obtained about a child's need for medicine, and to ensure this information is kept up-to-date, including any changes to dosages
- improve record keeping arrangements to ensure required documentation is easily accessible and available in the provider's absence.

To further improve the quality of the early years provision the provider should:

- embed more rigorous monitoring and evaluation of the nursery's provision in order to facilitate more focused action planning, resulting in timely, sustained improvements.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Babies and children make good progress. They are enthused and supported by staff to be eager, attentive and imaginative learners. As a result, they are well prepared for the next stage in their learning at nursery or when they go to school. The staff know each child well. They understand each child's characteristics, interests, starting points and ongoing development needs as a result of their consistent observations, assessments and information sharing with parents. From this they adeptly plan rich and rewarding activities that capture babies' and children's attention and promote their purposeful learning. Staff's knowledge and monitoring of children's development means they promptly identify possible gaps in children's learning. They confidently and sensitively work with parents and other agencies to tailor support, plans and resources to meet those children's needs and help them to make the best possible progress. Parents contribute their views about their child's starting points and they are encouraged to support ongoing learning at home. The staff also successfully develop and extend the skills and understanding of children who are developing particularly well in certain areas of their learning. There are effective arrangements to ensure children who speak English as an additional language are helped to develop competence in English, as well as to value their home languages and cultures at nursery.

Babies and children enjoy learning. They are attracted by the interesting activities and resources, including opportunities to help themselves to toys and equipment. Staff interact

with them well, helping children to concentrate, try things for themselves and develop new skills as they chat to them and coach them, for instance, in using physical apparatus and tools. All children relish the many opportunities to explore and to be imaginative and creative. The staff adeptly plan rich and varied experiences which bring alive the topics, such as the current holiday theme, as well as catering for each child's learning priorities. For example, babies and toddlers have a great time outside experimenting with paint, gluing and sticking, exploring sand and water, and sorting and counting shells. Meanwhile, pre-school children are inspired by the ice cream parlour role play area they and their key person have created. Here they store, prepare and serve very realistic-looking lollies, ice creams and sundaes. They have appropriate cool storage for their ice creams, use realistic menus and displays to tempt their customers, and adeptly use 'money', 'credit cards' and tills to complete their sales. In all areas of the nursery babies' and children's experiences are enhanced by walks and outings. For instance, the previous day staff and older toddlers and pre-school children travelled by bus into town to buy and enjoy ice creams in a cafe.

Staff effectively promote babies' and children's communication skills. They consistently promote a relaxed atmosphere where children are confident to express themselves. For instance, staff are attentive to the youngest children's efforts to express their needs and wishes, ably interpreting and responding to babies' gestures and sounds. Routines and mealtimes are social events, with staff chatting easily to children, encouraging their understanding and social interactions. Children learn to listen attentively and take turns in speaking during activities, group discussions and story times. Good support is given to children who speak English as an additional language, who are bilingual or who have speech and language delay. Staff use key words in children's home languages, and parents come in to read stories, for instance, in Portuguese. Visual aids and picture prompts are effectively used to support all children's understanding, and especially to help those learning English. Key persons actively follow the advice and strategies given by speech and language therapists to help children with speech and language delay to develop clarity and confidence.

Staff effectively promote children's literacy and numeracy. Children of all ages have worthwhile opportunities to develop coordination and dexterity ready for making marks. For instance, babies and toddlers explore sand and make marks in paint. Older children, with an adult's support, label their work with their name and additional relevant comments. They all have opportunities to count and match numbers, shapes and sizes in relevant contexts. For example, babies and toddlers enjoy examining and counting shells, while children in pre-school adeptly match the numbers on luggage labels to numbered bags during a fun game devised by their key person.

Babies and children are physically active. They eagerly play outside and enjoy regular walks and visits to parks. Staff offer help and provide sturdy toys and equipment to support babies in developing balance and control in crawling, standing and walking. Older children confidently use more challenging equipment and natural materials, such as logs, to develop their coordination, balance and climbing skills.

The contribution of the early years provision to the well-being of children

At times arrangements for administering and recording non-prescription medication are not as rigorous as they could be. The reasons why the medicine has been given and the level of dosage are not always clearly explained to fully protect children's well-being and to corroborate staff's decisions. In other respects, babies' and children's well-being is effectively supported so they are nurtured and thrive. Their individual care, health, dietary and cultural needs are fully understood and met. This includes staff's careful and sensitive management of individual children's specific medical, dietary and care needs. Parents appreciate how the staff work with them to monitor children's health; for instance, to assess if a child has an allergy to certain foods, as well as ensuring all known food or other intolerances are fully catered for. Babies' and children's routines are well managed so that nappy changes are fun and relaxed times and each child is calmly settled at sleep times.

The staff adeptly promote babies' and children's emotional and social skills, including helping them to make smooth transitions within the nursery and on to school. They work effectively with parents and carers to ensure babies and children happily settle at nursery. Staff are kind and reassuring, creating a welcoming, relaxed atmosphere in comfortable and inviting surroundings. They find out about babies' and children's interests and characteristics so they can reflect these in the range of toys and experiences provided. Staff consistently encourage and praise children's efforts. As a result, they soon develop a strong sense of belonging. Babies and children form close attachments with their key persons, grow in confidence and readily make decisions and choices regarding their learning and play. They form positive relationships with each other as staff support them in playing together, sharing and taking turns.

Opportunities for babies and children to socialise and learn in mixed age groups help them to be familiar with other children and other areas of the nursery. For instance, older toddlers spend time with the babies as well as sharing activities in pre-school. Staff work effectively with parents and colleagues to support children's smooth transitions when moving to a new age group and base room in the nursery. There are effective arrangements for preparing children for school, including opportunities to meet their teachers on visits to the nursery. Pre-school children are well supported in becoming socially and emotionally confident to learn in larger groups, to clearly express themselves and to independently manage their personal care and hygiene.

Babies and children are well behaved. Staff ensure they know what is happening next and what is expected of them. Children of all ages are calmly encouraged to take turns, listen to others and be helpful. Babies and children eagerly assist with tidying up. Older children help with snack and meal time preparations, such as passing round cups and plates and pouring their own drinks. Staff also successfully promote babies' and children's awareness of how to be healthy and keep safe. For instance, they foster children's good hygiene in fun, very practical ways. During hand wiping and hand washing routines, they consistently role model and talk about how to clean and dry their hands properly. Babies and children relish being outside and have plenty of fresh air and exercise. They are taught how to safely move around the premises and how to use physical apparatus and tools, such as scissors, safely and correctly. On regular walks and outings, such as going on the bus into town, children are taught about road safety and the importance of keeping together. They take part in regular discussions about fire safety and practise fire drills.

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

Organisational structures in the nursery have recently changed. This has led to a period of time when the provider has needed to focus on building the current staff team. They have all worked together to reorganise base rooms, review procedures and revise operational arrangements. Despite this, some safeguarding and welfare requirements are not met. This demonstrates that the quality and effectiveness of evaluation procedures vary. Some procedures are not as effectively monitored and reviewed, and actions taken to address some weaknesses do not have sufficient impact. For example, staff deployment arrangements do not always match children's patterns of attendance, resulting in required ratios not being met. When this happens the provider and staff take prompt action to address the situation and to minimise the risks to children. However, a robust, sustained solution has not been implemented to ensure ratios are always maintained and regulations met.

Procedures for administering and recording non-prescription medication are not always rigorously applied. As a result, reasons for the medication are not consistently recorded or parental permissions reviewed and updated to take account of changes, for instance, to dosage amounts. In such circumstances, children's well-being is put at risk because staff are not able to clearly demonstrate how and why they took those decisions. However, they do ensure parents see and sign their child's medication dosage record.

Following a breach of confidentiality, the provider took appropriate steps to ensure the staff fully understood their responsibility to protect the privacy of children. However, in ensuring secure storage of sensitive information about children and staff, the provider has not made provision for staff to easily access other required information in her absence. This specifically relates to the records providers are required to keep of staff identity checks and suitability checks. During the inspection this required information was not easily accessible, although steps were eventually taken to make the information available to the inspector. This showed that effective vetting processes are in place. In other respects, good attention has been paid to the monitoring of the learning and development requirements. This ensures all children make good progress from their starting points through an interesting, well-targeted educational programme.

Other aspects of staff recruitment, induction and staff development procedures are effective. New staff are supported in becoming familiar with nursery procedures and routines. The provider holds staff meetings to review safeguarding arrangements, staff's work with children and nursery procedures. She has appropriate arrangements for monitoring and reviewing staff's performance, and ensures they access relevant training and support to further develop their skills. The staff are, in the main, confident about their roles. They are dedicated and work effectively together to ensure sessions are rewarding and run smoothly, and so that children's care routines are relaxed and well managed.

In other respects, arrangements to safeguard children are effective. The provider and others with lead responsibility for safeguarding understand their roles, and they and the

staff attend relevant training. They sensitively work with vulnerable families to help them access appropriate support and take prompt action to seek advice or make referrals when there are concerns about a child's welfare. All required personal details are obtained about children and families so that staff know who may have legal access to children and who will collect them. Staff are also conscientious about ensuring children are looked after in a safe and secure environment. They regularly risk assess and check the safety and security of play areas and equipment, including reviewing and adapting risk assessments after accidents or incidents.

Effective partnerships with parents, carers and others make a strong contribution to ensuring children's needs are met. Staff encourage parents to contribute their views about their children's care, learning and development. Parents feel well informed about their children's routines, activities and achievements. Their comments about the nursery indicate their high levels of satisfaction. The provider and staff have well-established links with other providers, including schools. They ensure continuity for children attending more than one early years setting by exchanging information with other providers. Good information sharing with schools promotes children's smooth transitions into full-time education. Reception class teachers receive detailed assessments of children's progress in all areas of learning, and they are encouraged to visit children at the nursery. The staff confidently work with other professionals, such as health visitors, speech and language therapists, the area special educational needs coordinator and Portage workers. This ensures well-targeted strategies and support for gifted children and for those with special educational needs and/or disabilities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY338974
Local authority	Worcestershire
Inspection number	918434
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	66
Number of children on roll	43
Name of provider	Victoria House Day Nursery Limited
Date of previous inspection	25/10/2010
Telephone number	01905 426499

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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