

Victoria Day Nursery

9 Victoria Crescent West, Barnsley, South Yorkshire, S75 2AE



Inspection date

29 April 2016

Previous inspection date

7 February 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The management team is inspirational in their pursuit of excellence in the care and education of children. They systematically review the quality of the nursery's provision and constantly strive for improvement. Staff are incredibly motivated and work extremely closely together in their work with children and families.
- Staff place an extremely strong emphasis on supporting children to acquire effective language and communication skills. They use innovative approaches to help ensure that all children develop excellent vocabulary and speaking skills.
- The learning environment, both indoors and outdoors, is exceptionally well resourced, vibrant and highly stimulating. Children demonstrate excellent levels of motivation and confidently make independent choices from the extensive play and learning opportunities available to them. They display high levels of physical well-being.
- Staff have the highest expectations of all children. They precisely tailor learning experiences to meet children's individual needs. Children rapidly gain new skills and make exceptional progress in their learning and development.
- Children's individual needs are met exceptionally well. Partnerships with parents and a wide range of other professionals support a highly effective and innovative approach towards children's learning. This helps to ensure the best possible outcomes for all children, including children who speak English as an additional language and children who have special educational needs or disability.
- Partnerships with parents are extremely strong. Staff fully involve parents in sharing their culture with the children to help them understand differences in families and communities. Parents are actively involved in reviewing and contributing to the nursery policies. They are highly delighted with the outstanding quality of the educational support and exemplary care that their children receive.

What the setting needs to do to improve further

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

- continue to implement the improvements in the baby room as planned and monitor the impact that these have on young children's development and learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation of practice with the deputy manager.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector held meetings with the management team. She scrutinised a range of policies and procedures, accident records and discussed the nursery's self-evaluation documentation.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Angela Sugden

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff have an excellent knowledge of child protection procedures and a first-rate understanding of how to report and refer concerns. Highly focused supervision and professional development plans for staff results in extremely effective teaching. The well-qualified staff are proactive in seeking out opportunities to further improve their skills and knowledge. For example, staff enthusiastically engage in researching early years topics, such as the essential body strength and control that young children need to support their writing skills. They expertly develop a range of activities to support younger and older children on their journey to writing. The management team meticulously monitors how well the different groups of children achieve in their learning. Any delays in children's development are swiftly identified and precise interventions put in place to help them catch up very quickly.

Quality of teaching, learning and assessment is outstanding

Staff demonstrate excellent understanding of how young children learn. They make insightful and accurate assessments of children's progress. Staff expertly differentiate each activity to ensure children of different ages and abilities are effectively supported. Children are incredibly curious and display superb levels of concentration in their play. They classify clothes pegs by colour and accurately identify how many red pegs are remaining. Staff use exceedingly good intonation when reading stories with children, which helps to promote their developing literacy skills. Staff effectively challenge children's thinking. Children demonstrate their understanding of the cooking process as they describe how the eggs cool down after cooking. Partnerships with teachers are excellent, which helps to ensure children enjoy a smooth move to school. The management team has identified further improvements that can be made to further enhance provision in the baby room.

Personal development, behaviour and welfare are outstanding

The management team has created an ethos and environment which highly value and celebrate diversity. This has an immensely positive impact on children's understanding of others. Key persons are tremendously perceptive and expertly promote children's emotional well-being and follow babies' routines. Older children confidently engage in building houses in the garden with soil and real bricks. Younger children delight in challenging their own physical abilities as they practise standing on one leg. Staff skilfully help children to be assertive from a young age and provide excellent support to help them state how they are feeling. Children are kind and their behaviour is exemplary. Staff consistently use current dietary guidelines, promoting healthy eating patterns.

Outcomes for children are outstanding

Children are extremely enthused in their learning. They count accurately from a young age and older children demonstrate a secure understanding of a wide range of two-dimensional shapes. All children make astounding progress in their learning and development from their starting points. Children are extremely well prepared for the next stage in their learning. They acquire exceptional skills, attitudes and dispositions needed to continue their already successful learning when the time comes to start school.

Setting details

Unique reference number	302874
Local authority	Barnsley
Inspection number	855039
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	42
Number of children on roll	84
Name of provider	Sheila Waddington
Date of previous inspection	7 February 2012
Telephone number	01226 247444

Victoria Day Nursery was registered in 2000. The nursery employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and above, including two with early years professional status, one of whom also holds qualified teacher status. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. Children who speak English as an additional language and children who have special educational needs or disability attend.

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