

Victoria House Day Nursery Limited

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



Inspection date

14 February 2017

Previous inspection date

7 August 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The provider and manager have worked hard since the last inspection to raise the quality of the nursery to a good standard. They are committed to improving the provision through clear monitoring and evaluation of the setting. They have worked closely with the local authority advisors and practitioners to review practice across the provision.
- Teaching is good. Well-qualified practitioners know the children well and have a secure knowledge of how children learn. Children make good progress in all aspects of their learning and development in readiness for school.
- Practitioners support children in learning good behaviours. They speak to children in a calm and respectful manner and consistently help children to understand how to manage their own behaviour, think about others and make friends.
- Partnerships with parents, local schools and other early years professionals are good and provide the best possible outcomes for children. Practitioners use effective strategies to exchange information with them, to promote a shared approach to children's learning and development. Parents spoken to during the inspection are complimentary about the provision and the progress their children make.

It is not yet outstanding because:

- Practitioners do not always help older children to understand the importance of listening while others are speaking during group activities.
- Practitioners' professional development is not yet specifically focused on raising the quality of teaching to outstanding levels.

What the setting needs to do to improve further

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

- encourage older children to understand the importance of listening while others are speaking during group activities
- extend the focus on practitioners' professional development in order to raise the good quality teaching to the next level.

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 spoke with practitioners and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the provider and manager. She looked at relevant documentation and evidence of qualifications and suitability of practitioners working in the nursery. The inspector talked to the provider and manager about their plans for improvement.
- The inspector spoke to a number of parents during the inspection and also took account of their views recorded in questionnaires.

Inspector

Jackie Nation

Inspection findings

Effectiveness of the leadership and management is good

Since the last inspection, prompt action has been taken to improve policy and practice to ensure children's safety and well-being. This includes making sure all relevant documents are accessible to confirm practitioners' suitability has been checked effectively. Medication procedures have also been reviewed and are effectively applied to ensure children's well-being. The manager makes sure that staff deployment is effective throughout the day and staff-to-child ratios are maintained. The arrangements for safeguarding are effective. The management and practitioner team know how to report any concerns and their knowledge of child protection issues and local procedures is strong. The provider and manager have good systems in place to monitor the quality of teaching and learning. Any gaps in children's learning are closely monitored to make sure all children make the best possible progress in readiness for school.

Quality of teaching, learning and assessment is good

Practitioners make the most of all opportunities to promote children's learning. They use their observations to good effect to plan for children's next steps in learning, taking into account their interests. Practitioners support older children successfully to develop their literacy skills and they enjoy listening to stories. They practise mark making and use scissors competently. Good attention is given to promoting all children's communication and language skills with some effective interactions during play. Babies and younger children show they are enjoying and achieving as they confidently explore their surroundings and make choices about their play. Older children initiate conversations with visitors and share what they are doing. They are excited about the eggs they have watched hatch and talk about how the eggs cracked and how the chickens were fluffy and scratchy. They have watched their growth with great interest.

Personal development, behaviour and welfare are good

Children are cared for in a welcoming and friendly environment. They are happy in the nursery and develop emotional security, confidence and independence skills. Children enjoy warm attachments with practitioners and they give children the confidence to explore their surroundings. Practitioners work closely with parents during the admission stage when they gather a range of information to get to know children well and help them meet their individual needs. Children are supported well to make a smooth move into their new room in the setting to make sure their unique needs are known and met. Children's health is promoted effectively. They enjoy nutritionally balanced meals and snacks that are freshly prepared on site each day.

Outcomes for children are good

All children, including those in receipt of additional funding, make good progress from their starting points in learning. They gain the skills that will support them when they move on to their next phase in learning and school. This includes practising writing skills and making zigzag patterns, circles, straight and curved lines. Children develop an awareness of the wider world by taking part in activities that help them to learn about different festivals and celebrations.

Setting details

Unique reference number	EY338974
Local authority	Worcestershire
Inspection number	1028504
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	1 - 4
Total number of places	66
Number of children on roll	72
Name of registered person	Victoria House Day Nursery Limited
Registered person unique reference number	RP526424
Date of previous inspection	7 August 2013
Telephone number	01905 426499

Victoria House Day Nursery Limited was registered in 2006. The nursery is one of three settings owned by the same provider. The nursery employs 13 members of childcare staff, including the provider, 11 of whom hold appropriate early years qualifications ranging from level 2 to level 6, including qualified teacher status. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special needs and/or disabilities and children who speak English as an additional language.

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