

# Victoria Park Day Nursery CIC



The Pavillion, Jemmett Road, Ashford, Kent, TN23 4QD

<b>Inspection date</b>	29 November 2017
Previous inspection date	11 September 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Leaders accurately monitor the progress all children make in the nursery. They know when individual children, or specific groups, are falling behind in their learning. They put timely and well-planned interventions in place to help them catch up with their peers.
- Staff work well with parents to gain a thorough understanding of children's interests and individual needs. They use this knowledge to plan stimulating and enjoyable activities that encourage children to develop their skills and prepare them for the next stage in their learning, such as school.
- Leaders show a strong commitment to improvement. They actively seek the views of parents, staff and children to help develop and evaluate their practice and teaching.
- Staff use a variety of strategies to support their teaching skills. They work well with other professionals to support all children's learning and progress, including those who have special educational needs (SEN) or who speak English as an additional language.
- Children form good relationships with caring staff. The welcoming and nurturing environment helps children feel confident and settle quickly into their play.

### It is not yet outstanding because:

- Sometimes staff are less effective at supporting the most able children to develop their ideas and skills.
- Occasionally, staff miss opportunities to extend children's mathematical knowledge.

## What the setting needs to do to improve further

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

- extend the thinking skills and learning of the most able children to help them make even better progress
- extend children's understanding and use of mathematics as they play and explore.

### Inspection activities

- The inspector observed the quality of teaching and children's play inside and outdoors.
- The inspector held meetings with the manager, the director and some staff.
- The inspector conducted a shared observation with the manager.
- The inspector spoke with parents and children and took account of their views.
- The inspector viewed a range of documentation, including children's records of progress, self-evaluation and development plans, complaints, recruitment records, and policies and procedures.

### Inspector

Alison Martin

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders ensure all staff are suitable and well qualified to work with children. Staff are fully aware of the need to protect children and know what to do if they are concerned about a child's welfare. They communicate well with parents, sharing all policies with them, including what to do if they have a complaint. Leaders set high expectations for staff and provide them with regular feedback on their practice. Staff are well supported in their professional development. For example, following training, staff have increased opportunities for children to develop their communication and language skills.

### Quality of teaching, learning and assessment is good

Staff assess the children's progress and plan activities they know children can do and will enjoy. Children experiment with a wide range of materials to develop their physical skills, such as 'bashing' ice to find treasure, or pushing large vehicles through paint to make tracks outside. They develop their language skills as they re-tell stories and develop their imagination with staff who happily take on roles in their play. They have fun together as staff support them to take turns and count, such as when playing hide and seek. Children learn to appreciate and respect one another in an environment that is highly reflective of the diversity in the community and the wider world. For example, photographs and books help children learn about differences and similarities in families.

### Personal development, behaviour and welfare are good

A well-planned key-person system helps all children know who will be looking after them before they start at nursery. Children display high levels of concentration and perseverance. They use what they have learned before to help solve problems, such as remembering that warm water will melt ice quickly. They demonstrate good awareness of how to look after themselves, such as recognising they feel cold or accessing their drinking bottle when thirsty. Staff consistently praise positive behaviours. Children respond well to the boundaries staff set and are learning to manage their behaviour well. Children play cooperatively together and discuss ways of achieving a desired outcome, such as making a town out of bricks or creating a birthday cake in the dough.

### Outcomes for children are good

All children make good progress. They are confident and actively engaged in their learning. Children display growing independence skills, such as when they cut up fruit for their snack. They are motivated and keen to try new experiences. Children demonstrate curiosity and joy when they discover new things, such as being able to successfully build a marble run. They experiment with ways of writing using chalk, paint and pencils. They demonstrate a growing awareness of numbers as they count and match the correct number of pegs to pictures. Children learn to make good friends to share in their fun.

## Setting details

<b>Unique reference number</b>	EY439746
<b>Local authority</b>	Kent
<b>Inspection number</b>	1071474
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Victoria Park Day Nursery CIC
<b>Registered person unique reference number</b>	RP531260
<b>Date of previous inspection</b>	11 September 2014
<b>Telephone number</b>	01233 632313

Victoria Park Day Nursery CIC registered in 2012 and is located in Ashford, Kent. It is open each weekday from 9am to 3pm, term time only. The nursery receives funding to provide early education for children aged two, three and four years. There are eight members of staff, all of whom hold appropriate early years qualifications from level 3 to level 6.

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