

Victory House Children's Centre

R C C G, Victory House, 5 Congreve Street, London, SE17 1TJ



Inspection date

15 March 2018

Previous inspection date

16 December 2015

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

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is inconsistent. Staff in the pre-school room do not provide children with sufficient challenge in activities and learning experiences to help them make good progress.
- Staff in the pre-school room do not use the information that they gather from observations and assessments well enough, to help identify children's next steps or gaps in their learning accurately enough.
- The teaching of communication and language does not support the very young children in the baby room to help them improve their speaking and listening skills effectively.
- The manager's self-evaluation processes, including the monitoring of staff's practice, are not effective enough in identifying where improvements are needed, to help improve the quality of teaching and children's learning.

It has the following strengths

- Children are happy and well settled. They have close relationships with staff and enjoy their time at the nursery. Staff are positive role models. Children behave well and learn to take turns, share and to be kind to each other.
- Staff work closely with the parents to keep them suitably informed about their children's care and well-being.
- The manager and staff take positive steps to minimise risks to children, to help ensure that they are kept safe.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> improve the quality of teaching in the pre-school room and ensure the activities staff provide are challenging and supportive of children's individual learning needs, to help them make best possible progress 	31/05/2018
<ul style="list-style-type: none"> improve the assessment systems to identify specific next steps for children's learning and close any gaps in their development quickly, to help them make good progress 	31/05/2018
<ul style="list-style-type: none"> improve the teaching of communication and language for the very young children so they make best possible progress in their speaking and listening skills. 	31/05/2018

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

- use self-evaluation more effectively to identify what needs to be done to improve the quality of teaching and children's learning and development.

Inspection activities

- The inspector spoke with members of staff and children at appropriate times during the inspection. She held discussions with the manager and director of the nursery.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector sampled a range of documentation, including attendance records, evidence of staff suitability checks and documentation linked to monitoring children's progress and safeguarding children.

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management requires improvement

The new manager has started to identify some weaknesses in the nursery. However, self-evaluation and monitoring are not used effectively enough to identify significant weaknesses in teaching and learning. The staff performance programme is in its infancy and the manager is working closely with staff to support their development. She undertakes meetings with staff, so she can offer support and discuss their performance and training needs. Recruitment procedures ensure the staff are suitable to work to children. Safeguarding is effective. Staff have attended appropriate training and are clear about the procedures to follow in the event of a safeguarding concern. There are effective partnerships with other professionals to maintain continuity in care and learning.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is inconsistent. Staff in the pre-school room do not extend children's learning well enough. Older children are not provided with a sufficient level of challenge and, at times, are not involved in any purposeful play. Some staff foster communication and language skills well. In the toddler room. Staff talk to the children and introduce new words, such as 'sticky' and 'slippery', when children are playing with the spaghetti and ask questions to encourage them to think. However, in contrast, staff in the baby room rarely talk to the babies to help encourage their speaking skills. Staff observe and assess children's development. However, the information gathered is not accurate or used to target teaching and identify children's next steps in learning.

Personal development, behaviour and welfare require improvement

Inconsistencies in the quality of teaching mean that some children are not motivated, supported or inspired to learn as much as they can. Despite this, staff are attentive to their needs. Babies are relaxed in their environment. The arrangements for nappy changing and sleeping are effective. Toddlers are confident and become involved in their play. They explore and make choices about what they would like to do. Children learn about healthy food options. They stir broccoli and other vegetables in the play kitchen, staff suggest making a vegetable soup and talk about the vegetables being good for them to eat. Children learn to keep themselves safe and enjoy opportunities to exercise, such as through walks to the park and using balancing and climbing equipment.

Outcomes for children require improvement

Outcomes for children in the pre-school room are not good enough; they are not supported to help them reach their full potential. However, they are gaining some skills to support their future learning. They listen and concentrate and are developing some mathematical skills, such as counting and recognising numbers. Young children investigate the opportunities that are on offer and have a positive attitude to learning.

Setting details

Unique reference number	EY358902
Local authority	Southwark
Inspection number	1125610
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 - 5
Total number of places	30
Number of children on roll	31
Name of registered person	Victory in Communities Resource Centre (Vicar) Limited
Registered person unique reference number	RP527160
Date of previous inspection	16 December 2015
Telephone number	07950505241 0207 2527522 Head office

Victory House Children's Centre registered in 2007. The nursery is open each weekday from 8am to 6pm, all year round, except for a week at Christmas and bank holidays. The after-school club is open each weekday from 3pm to 6pm. The nursery employs 14 members of childcare staff, of whom nine hold appropriate early years qualifications, at level 2 and 3. The director of the company has early years professional status. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

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