

Inspection date	29 June 2018
Previous inspection date	25 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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, managers and staff work effectively together. All children and families are welcomed, respected and valued. All children make good progress in their learning.
- Staff work extremely closely with other professionals and external agencies to ensure the needs of the most vulnerable children are promoted. Consequently, children with special educational needs and/or disabilities get the support they need to help them make the best possible progress.
- Children behave well. They are kind, polite and respectful to one another. Staff provide children with guidance and their calm approach helps children to learn about what is acceptable behaviour and what is not.
- Staff promote children's mathematical development well. They routinely count and encourage children to recognise shapes and patterns during their play.
- Partnerships with parents are strong. Staff keep them well informed of their children's ongoing progress. Parents are also provided with ideas on how they can continue to support their child's learning at home.

It is not yet outstanding because:

- Occasionally, the deployment of staff at times of transition does not always support the continued engagement of the youngest children.
- Sometimes, the routines of the setting interrupt children's play and do not always promote children to do things for themselves.

What the setting needs to do to improve further

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

- strengthen staff deployment particular during times of transition to help support the continued engagement of the youngest children
- review daily routines to help provide older children with more independence and to avoid interruptions in their play 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 evaluation of an activity with the deputy manager and spoke with staff and children during the inspection.
- The inspector spoke with the deputy manager during the inspection and held a meeting with the centre manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke with parents during the inspection and took account of their views from documents provided for the inspection.

Inspector

Linda Newcombe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff undertake regular safeguarding training. They have a good knowledge of the possible indicators of abuse and understand the procedures to follow to report any concerns. Robust recruitment systems are in place to ensure that all staff are suitable to work with children. Effective risk assessments help to ensure that any potential hazards or risks are removed or minimised. Staff have regular one-to-one meetings with the manager. These provide an opportunity to discuss any concerns and identify appropriate training to support continued professional development. Additional government funding is used successfully to provide extra support for individual children. Leaders and managers gain feedback from parents, children, staff and other professionals to help them reflect on their practice. They use this information effectively to help them to further develop the provision.

Quality of teaching, learning and assessment is good

The quality of teaching and learning is consistently good. Systems for monitoring and tracking children's achievements are effective and clearly identify what they need to do next to progress their learning further. Children enjoy opportunities to play outdoors. Staff successfully build on children's interests to help develop their understanding of the world. For example, staff have created a digging patch to help broaden children's understanding of insects. This is in response to the children discovering worms in the outdoor area. Children have fun making marks and practising their early writing skills. For example, they enjoy drawing using the interactive pens and board. Older children demonstrate their rich imaginations. They draw pirate maps and are eager to share these with visitors, pointing out 'X' is where the treasure is buried.

Personal development, behaviour and welfare are good

Children are happy and enjoy the time they spend at this friendly setting. They develop strong bonds with their key person and demonstrate high levels of self-esteem. They are confident and capable learners and respond well to staff's constant encouragement and positive praise. Staff work closely with parents to meet children's individual needs and raise their awareness of healthy lifestyles. Children develop a good understanding of how to keep themselves safe and healthy. Staff remind children about the importance of wearing hats and sunscreen and to drink frequently when the weather is hot. Children develop good hygiene and self-care skills.

Outcomes for children are good

Children make good progress in their learning and are well prepared for when they move on to school. They demonstrate growing control over their physical abilities and skilfully use a wide range of tools and equipment. Children are very sociable, they make new friends and play cooperatively with others. Children develop good language and communication skills, including those children who are learning English as an additional language.

Setting details

Unique reference number	220257
Local authority	Northamptonshire
Inspection number	1090068
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	2 - 11
Total number of places	25
Number of children on roll	25
Name of registered person	Victoria Centre
Registered person unique reference number	RP903068
Date of previous inspection	25 February 2015
Telephone number	01933 277400

Victoria Centre registered in 1999. The pre-school employs five members of childcare staff, all of which hold appropriate early years qualifications at level 2 and 3. The pre-school opens Monday to Friday term time only, from 9.10am until 3.10pm. The out-of-school club opens from Monday to Friday term time only, from 3.30pm until 6pm. The holiday play scheme opens Monday to Friday during school holidays from 7.30am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children. They support a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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