

Victoria's Nursery

121 Burnley Road, Padiham, Burnley, Lancashire BB12 8BA



Inspection date	26 July 2018
Previous inspection date	26 April 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of 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

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

- Older children make less progress in literacy compared to other aspects of learning such as understanding the world.
- The quality of teaching, although improving, is not consistently good. Older children become a little disengaged during some activities, which results in disruption. Staff in the baby room do not adapt activities well enough to allow babies to practise and refine their emerging physical skills.
- Recruitment and vetting procedures are not sufficiently robust, which means the suitability of adults is not fully assured. The provider does not record information about staff identity checks or vetting processes that have been undertaken.

It has the following strengths

- Children benefit from lots of opportunities to engage in outdoor play, which promotes their good health.
- Children learn about lifecycles, for example, as they collect butterfly eggs, which they nurture in their home-made hatching house. Children also grow lots of fresh fruit and vegetables in the well-resourced garden area. This helps children to develop positive attitudes about healthy eating.
- The provider has addressed weaknesses identified at the previous inspection. For example, all staff have refreshed their knowledge of child protection procedures.
- Early Years Pupil Premium funding has been used appropriately to support disadvantaged children.

What the setting needs to do to improve further

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

	Due date
ensure the suitability of staff by recording information about identity checks and the vetting processes that have been completed for all staff members	16/08/2018
ensure the quality of teaching is consistently good so that all children make the best possible progress.	23/08/2018

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

- increase opportunities for children to learn how to link sounds to letters, for example, by sounding letters of the alphabet and recording clearly identifiable letters.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector spoke to parents and reviewed parents' questionnaires.
- The inspector held a meeting with the provider to discuss the improvements made since the previous inspection.
- The inspector carried out a joint observation with the provider.
- The inspector examined the child protection policies.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

Inspector

Tricia Graham

Inspection findings

Effectiveness of leadership and management requires improvement

Although improvements have been made since the previous inspection, these improvements have not ensured consistently good practice. The provider has acted on support by an external consultant, for example, by recruiting more qualified staff. The provider also has plans for staff members to attend training to help them improve the quality of their teaching. However, progress to implement these plans has not been quick enough. The provider and staff have completed all mandatory training such as first aid and child protection training. Safeguarding is effective. The provider is acutely aware of the importance of referring any child protection concerns promptly to ensure previous lapses of this nature do not occur in the future. The nursery is safe and secure, and ongoing risk assessments ensure hazards are quickly addressed.

Quality of teaching, learning and assessment requires improvement

The quality of teaching and learning is too variable. Where learning is effective, staff provide stimulating activities that ignite children's curiosity. For example, the outdoor play areas are vibrant and provide an abundance of learning opportunities. As a result, all children, including babies, thoroughly enjoy these experiences. Older children count how many eggs the chickens have laid and dig potatoes and carrots for lunch. Children also learn about sustainability as they feed leftover leaves to the worms in the wormery. Staff have recently introduced activities to help older children learn about letters and the sounds they make. However, staff lack knowledge in this aspect of learning. As a result, activities to support children's literacy are not taught well enough, which slows their progress.

Personal development, behaviour and welfare require improvement

Children's welfare is not fully assured due to gaps in recruitment procedures. Staff caring for babies are nurturing in their approach, which helps babies feel settled. However, staff do not consider the indoor environment when planning activities. For example, babies are unable to roll, stretch and walk due to the limited floor space, which restricts their emerging physical skills. The provider acknowledges her previous communication with parents was inadequate. As a result, she has implemented clear plans and partnership with parents is beginning to improve. All parents spoken to were very positive about these improvements. Children take pride growing their own vegetables. Their hard work is rewarded when their home-grown vegetables are used to make wholesome meals, such as roast dinners and Mediterranean vegetable tarts, which children devour.

Outcomes for children require improvement

Weaknesses in the quality of teaching mean that children do not make consistently good progress. A new assessment system has been recently introduced and staff have started to address some gaps in children's learning and progress. For example, staff are working hard to enhance children's communication and language skills, which helps children catch up. Older children are proficient with their self-care skills and manage their personal needs successfully. Children also put on their sunhats, without prompting, before playing outdoors in the sunshine. These important skills help to prepare children for their transition on to school.

Setting details

Unique reference number	EY545360
Local authority	Lancashire
Inspection number	10059211
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 5
Total number of places	36
Number of children on roll	0
Name of registered person	Just For Children Ltd
Registered person unique reference number	RP545359
Date of previous inspection	26 April 2018
Telephone number	01282775166

The nursery was registered in 2017. The nursery employs eight members of childcare staff. Of these, one holds an early years degree, one holds appropriate early years qualifications at level 5, one at level 4 and four at level 3. One member of staff is unqualified. The nursery operates from Monday to Saturday, all year round, apart from seasonal holidays. Opening times are from 7am until 6pm.

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