

# Victoria Pre School

Dell Primary School, Winston Avenue, Lowestoft, Suffolk NR33 9NP



<b>Inspection date</b>	21 January 2019
Previous inspection date	25 September 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
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

### This is a provision that requires improvement

- Some staff do not make accurate assessments of children's progress or identify ambitious next steps to support children's learning. Staff do not consistently present children with high levels of challenge or target learning opportunities to children's precise needs.
- Staff do not regularly seek to engage with all parents, or others involved in children's care and education, such as the local school. Children do not benefit from continuity in learning between the pre-school, home and the other settings that they attend.
- The quality of teaching is variable. The supervisor recognises weak practice. However, the current system in place to support staff does not help them to address areas in which they are less confident, or to raise the quality of teaching to a consistently good level.

### It has the following strengths

- Staff meet children's care needs well. They encourage children to access outdoor play to promote their physical well-being, and provide them with healthy snacks.
- Staff encourage children to be independent. Children develop a sense of responsibility and help to tidy away resources. Staff give children time and space to develop their self-care skills, such as doing the zip up on their coat.
- Children know the pre-school routines. They follow staff's instructions and quickly settle to large-group activities. They enjoy singing rhymes and excitedly join in with the actions when prompted by staff.

## 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
use precise assessments of children's progress to identify what a child needs to learn next and provide them with challenging and enjoyable experiences in order to support their continued progress	22/04/2019
develop partnership working with parents and others who are involved in children's care and education, and enable a two-way flow of information sharing to support children's continued learning and development	22/04/2019
develop a robust system for managing staff performance, including that of the supervisor, and provide effective supervision, support and coaching to help all staff become confident practitioners and raise the quality of their practice.	22/04/2019

### 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 staff and children during the inspection.
- The inspector completed a joint observation with the pre-school supervisor.
- The inspector held a meeting with the pre-school supervisor. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with several parents during the inspection and took account of their views.

### Inspector

Julie Meredith-Jenkins

## Inspection findings

### Effectiveness of leadership and management requires improvement

The supervisor identifies areas to improve but lacks sufficient support and commitment from the management committee for her to be able to drive forward improvements as quickly as she would like. Staff do not demonstrate consistently good-quality teaching. Despite being well qualified, some staff lack confidence. This has an impact on the quality of their interactions with children. Although the supervisor recognises this, she does not target effective, individualised support to help staff improve their practice. Safeguarding is effective. Staff know how to identify the signs that a child may be at risk of harm. They know the procedures that they must follow to report any concerns they have about children's welfare. Staff supervise children closely and they consistently implement the pre-school rules and boundaries to keep children safe.

### Quality of teaching, learning and assessment requires improvement

Some staff's assessments of children's learning do not accurately reflect children's capabilities. Their plans for children's learning are not highly ambitious. Some children do not swiftly move on to the next stage in their learning. On occasions, while staff comment on what children do, they do not seek to enhance children's learning and extend their ideas. However, children are busy and active in the pre-school and enjoy the opportunities that staff plan for them. Children listen intently when staff read to them. They are eager to engage in the story and answer staff's questions. Children regularly access mark-making materials. Younger children draw lines and circles, while older children draw more intricate pictures. Staff share some information with parents about children's progress. They occasionally share information with other settings children attend. However, staff do not seek to work in partnership with these settings to provide high levels of continuity in children's learning.

### Personal development, behaviour and welfare require improvement

Some activities that staff plan do not challenge children to achieve highly. Children are not fully supported to develop a sense of achievement and a commitment to learning. However, children show that they are happy and enjoy their time at the pre-school. They are confident to choose what they want to do and make good friendships with others. Staff quickly intervene, for example when there are issues with sharing resources. They adopt appropriate behaviour management techniques and resolve disputes quickly and amicably. Staff communicate effectively with each other and encourage children to be polite and use good manners. Children settle into the pre-school and quickly develop secure attachments to staff. They are confident to seek staff out for support and reassurance when necessary.

### Outcomes for children require improvement

Weaknesses in planning and the variable quality of teaching mean that some children do not achieve good progress in all areas of learning. Sometimes, children lack direction and focus and quickly move between activities. However, they do gain basic skills to help prepare them for starting school. Children learn to be kind to others and they communicate their needs well. They are confident to make choices and become independent in self-care.

## Setting details

<b>Unique reference number</b>	251703
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10066160
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Victoria Pre School Committee
<b>Registered person unique reference number</b>	RP523418
<b>Date of previous inspection</b>	25 September 2015
<b>Telephone number</b>	01502 515522

Victoria Pre School registered in 1994. The pre-school employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.40am until 3.40pm. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

