

Victoria House Day Nursery

Victoria Road, MARLOW, Buckinghamshire SL7 1DL



Inspection date	4 April 2019
Previous inspection date	17 August 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 and managers are committed to their roles and responsibilities. They use many methods to evaluate the provision. For example, they seek the views of parents, staff and children and complete quality improvement audits to help raise standards to a high level.
- The key-person system is effective. Staff know the children's interests and preferences and provide activities to help them to become engaged and concentrate.
- Children behave well. They play well alongside other children and respond positively to the interactions from adults. Children are polite, use good manners and respect that sometimes they must wait their turn. Children learn to value and respect others.
- The manager and staff establish incredibly strong working partnerships with parents. Staff share information about children's development and activities with them, so that they feel involved in children's learning.
- Children successfully develop the skills they will need for their future learning, including school. They are eager to participate in activities and demonstrate a strong desire to learn.
- The learning is good but on occasion staff do not fully support children's interests during their play to promote their learning to the highest level.
- Although staff receive regular training and managers make good use of appraisals to monitor staff performance, they do not consistently use this information to develop the ongoing supervision of staff even further to help raise the already good teaching practice.

What the setting needs to do to improve further

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

- improve the already good quality of teaching by ensuring that staff use children's interests to extend their thinking and challenge them at every opportunity
- develop the supervision of staff further, to help them to identify all opportunities to extend children's learning and to help more able children make the best possible progress.

Inspection activities

- The inspector asked managers and staff questions throughout the inspection, to establish their understanding of how to safeguard children and how they monitor children's learning and development.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector spoke to parents and took their views into consideration.
- The inspector viewed relevant documentation, including evidence of staff qualifications, paediatric first-aid training and public liability insurance.
- The inspector completed an observation of an activity with the manager and discussed the self-evaluation process with leaders and managers.

Inspector

Ingrid Howell

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager ensures staff have an excellent knowledge of how to keep children safe. They create a culture of vigilance where children's well-being is continuously promoted. Careful monitoring of children's overall progress enables the manager to quickly identify any gaps in their learning. She supports staff effectively in implementing targeted plans, to help children to catch up if necessary. Links with other providers are strong. For example, nursery staff share information with schools children will attend. They work highly effectively with teachers to discuss children's interests and next steps, in preparation for their move to school. These positive relationships help to support continuity in children's care and learning.

Quality of teaching, learning and assessment is good

Staff interact well with children to help promote their enjoyment during play. Children make independent choices and are eager to explore and investigate. They relish spending time in the well-resourced garden. This enables those children who prefer to learn outside to access resources to help them to develop across all areas of learning. For example, young children practise balancing on low level beams and older children become engrossed in making dens. Staff place a good emphasis on supporting children's literacy skills. For instance, they provide drawing and writing resources to enable children to record their thoughts and ideas as they play. Staff who work with babies use effective teaching skills to help them to learn. For example, they demonstrate how to build towers and count as they do this. Young children enjoy singing along to favourite songs and rhymes and older children develop an awareness of sounds and recognise and write their own names.

Personal development, behaviour and welfare are good

Children are happy, well settled and have a positive sense of belonging. They build strong attachments to their key person, who meets their emotional needs effectively. Children demonstrate friendly behaviour and make good relationships with other children. Staff successfully help them to understand the importance of leading a healthy lifestyle. Children follow robust hygiene practices and have an abundance of opportunities to be physically active throughout the session. There are wide ranging possibilities to enrich children's understanding of the wider world. For example, staff teach them the importance of recycling and preserving energy and children care for ducklings. This helps to develop their awareness of the need to care for living things and the importance of protecting the environment.

Outcomes for children are good

All children make good progress from their starting points. They have great fun as they learn and delight in joining in with activities. Babies listen with interest to songs and rhymes and move their bodies in response to these. Toddlers show high levels of imagination as they represent their ideas, such as imitating their own experiences during role-play activities. Older children demonstrate confidence in speaking and listening, such as when they share their thoughts and ideas with their friends. All children show a clear motivation to learn and develop independence and confidence in their abilities.

Setting details

Unique reference number	EY428432
Local authority	Buckinghamshire
Inspection number	10060332
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	43
Number of children on roll	75
Name of registered person	Childbase Partnership Limited
Registered person unique reference number	RP900830
Date of previous inspection	17 August 2015
Telephone number	01908 211699

Victoria House Day Nursery is part of a chain of nurseries run by Child Base Limited and is located in Marlow, Buckinghamshire. It registered in 2011 and operates all year round, with the exception of bank holidays. It is open from 7.30am to 6.30 pm, Monday to Friday. The nursery is in receipt of funding to provide free early education for children aged three and four years. There are currently 25 staff working with children. Of these, 10 have a qualification at level 3, two have a qualification at level 2 and one has a qualification at level 6.

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