

Inspection of Victoria Pre School

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

Inspection date: 13 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at this friendly and welcoming pre-school. They keenly participate in a range of activities that are carefully planned to meet their individual needs. Children behave very well and receive high levels of praise by staff for their efforts to share and take turns. Staff clearly understand their role in keeping children safe.

Staff help children to investigate and explore. They take them on a nature hunt where children excitedly find a spider on its web and watch with awe as the spider catches and eats a fly. Staff are skilled at teaching children new words as they play together. They ask children open questions to encourage them to explain their ideas.

Since the last inspection, the manager and deputy have worked hard to extend the teaching skills of all staff and ensure that they are confident and well supported in their roles. As a result, the quality of education has improved and, overall, staff challenge children effectively in their learning. The manager has detailed action plans in place to continue to improve. She recognises that the outdoor area could be more effectively organised to offer children further opportunities to lead and extend their own play.

What does the early years setting do well and what does it need to do better?

- Staff regularly read to children. Children are highly engaged as they listen attentively to a lift-the-flap storybook about a zoo. Staff read the story with enthusiasm, changing the tone of their voice to encourage children to join in with the words and actions. Older children show their understanding as they link the story to their own experiences. Occasionally, staff do not help children to explore their misunderstandings, such as when children think that a camel stores a baby in its hump.
- Staff teach children social skills, such as making eye contact and listening. Older children are able to take turns with their friends.
- Staff are skilled at teaching children mathematics through play. Children confidently count to 10 and use words such as 'heavy' and 'light'.
- Children who have recently started at the pre-school, are settling in well. Staff offer regular cuddles and reassurance for children. Staff offer a home visit to help them get to know the child and their family. Staff report that this has been successful in helping them understand what each child can do and is interested in, right from the very start.
- Staff involve parents in their child's learning and give them feedback about their child's development. Parents have further opportunities to become involved with the pre-school through stay-and-play sessions and by joining staff and children

on trips. Partnerships with the school nursery, that some children also attend, are strong.

- Children with special educational needs and/or disabilities (SEND) explore the environment and show positive relationships with their key workers. The coordinator for SEND is knowledgeable. She is proactive at helping families to access the required funding. Staff highly value the contributions of different professionals involved in children's care.
- Staff have attended training on observing children and planning for their learning. They have effectively used this information, alongside visiting other settings to gain new ideas, to review and improve their own ways of planning for children's ongoing development. Consequently, staff understand how to provide children with engaging early education. Children are developing the skills they need to be ready their future learning.
- The manager and her deputy are proactive at supporting staff with their professional development and well-being. Staff are respectful to each other, asking questions and evaluating the success of activities. Staff report that their work load is managed well.
- Children enjoy snack time where they are encouraged to try a variety of fruits. They are able to freely access the large outdoor area. Outdoors, the activities that are led by adults are very successful at enhancing children's learning. However, the opportunities children have to lead their own play outside are sometimes not as effective at keeping children highly interested and engaged.

Safeguarding

The arrangements for safeguarding are effective.

All staff attend safeguarding training. They have a shared and clear understanding of how to identify children that may be vulnerable to abuse or neglect. The manager offers parents early support to help them to manage their own well-being and meet their children's needs, where required. Staff understand how to report any concerns about a child's welfare. They confidently describe the procedures that are in place for raising concerns about the conduct of adults. Staff carry out regular risk assessments of the premises. Where needed, the SEND coordinator gains specialist equipment to ensure that children can safely participate in activities.

What does the setting need to do to improve?

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

- support staff to consistently identify children's misunderstandings and provide further explanations to improve children's knowledge
- enhance the opportunities for children to lead their own learning when playing outside, encouraging them to sustain higher levels of concentration and motivation.

Setting details

Unique reference number	251703
Local authority	Suffolk
Inspection number	10093802
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 3
Total number of places	20
Number of children on roll	46
Name of registered person	Victoria Pre School Committee
Registered person unique reference number	RP523418
Telephone number	01502 515522
Date of previous inspection	21 January 2019

Information about this early years setting

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 8.30am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Hyett

Inspection activities

- The inspector carried out a learning walk with the manager. They discussed the curriculum and looked at the organisation of the indoor and outdoor areas.
- The inspector and manager carried out a joint observation together. The inspector held meetings with the manager and deputy manager.
- The inspector observed children at play and during activities indoors and outside. The inspector spoke to staff to evaluate their understanding of children's needs.
- The inspector reviewed documentation, such as evidence of staff's suitability checks and professional development.
- The inspector spoke to a number of parents to obtain their views.

We carried out this inspection 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.

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