

Inspection of Violet Way Nursery And Care Club

Violet Way Academy, Violet Lane, Burton-On-Trent, Derbyshire DE15 9ES

Inspection date: 7 September 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children and parents are greeted warmly by the friendly and professional staff. The nursery is bright and inviting and children move freely between the indoor and outdoor areas. Children choose the direction of their play from a range of interesting and exciting resources, that capture their curiosity and enthusiasm to learn. Children are able to easily access creative materials. Staff encourage children to experiment and test out their ideas. For example, children discover the effects of mixing paint colours together. Children become excited and exclaim that 'red and blue make purple'. Staff give children an abundance of encouragement and praise for their achievements. This supports children's developing self-esteem and sense of belonging.

Children learn the importance of living a healthy lifestyle. Children attend to their personal needs and understand the importance of washing hands. Staff recognise when children need additional support and sensitively attend to their needs with genuine care and support.

Children make good progress from their starting points. They learn through an effective balance of child-initiated play and adult-led activities. Children's behaviour is good. Staff support children to learn the daily routines of the nursery, follow instructions and take turns. The large outdoor area is well resourced and enables children to practise and develop different physical skills, such as climbing, running and balancing. Children learn to take risks and develop an understanding of the natural world as they explore the forest area at the school, which the nursery is linked to.

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

- The management team is strong. They are enthusiastic and passionate about the nursery, ensuring all children are happy and cared for. Staff work together as a team and help new children to settle into the nursery. They find out detailed information from parents about their child's interests and abilities. Staff use this information to prepare activities and resources that capture children's curiosity.
- Parent partnerships are strong. Staff invite parents into the setting to meet their child's key worker and discuss their child's individual needs. Staff carry out observations and assessments on children's progress and plan their next steps in learning. Parents are well informed about the progress their children are making and are encouraged to continue their learning at home. During the COVID-19 (coronavirus) pandemic, the management team remained in contact with families and offered support and guidance.
- Staff support children with special educational needs and/or disabilities (SEND)

well. The manager and the special education needs coordinator work closely with parents and staff, to provide additional support to ensure children with SEND make good progress. Bilingual staff provide support for children who speak English as an additional language to develop their communication skills.

- Children develop an understanding of the world around them. They learn about their local community and people who help us. Children have wonderful opportunities to use their imagination. They enjoy pretending to build a fire engine and calling 999 and they enthusiastically use cardboard tubes as a hose to put out imaginary fires. Children learn about festivals and cultures that are different from their own. This helps children to develop an awareness of diversity and what makes them unique.
- Staff interact well with children in their chosen play. They skilfully encourage children to talk about their experiences and home life to enhance their speaking skills further. For example, children confidently talk about visiting the beach with their family during the summer holidays. However, on occasions, staff ask children questions in quick succession and do not always give them time to think and respond.
- Overall, children of all ages engage in their chosen play and happily explore the resources on offer. Staff and children play together at the sandpit and pretend to roast marshmallows on a campfire. However, staff, occasionally, miss opportunities to engage quieter, less confident children in activities to ensure they receive the same learning opportunities as more confident children.
- Staff support children to develop their independence skills in preparation for their future learning. Children are supported well in their eventual move to school. Teachers from the school that is linked to the setting, visit the nursery and get to know those children who are ready for the next stage in their education. This helps to provide continuity in learning and aid smooth transitions, supporting children to make good progress and thrive.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have a good understanding of their responsibilities to keep children safe. All staff complete up to date safeguarding training. They are aware of possible signs and symptoms that may indicate a child is at risk of neglect or abuse. Staff are mindful of wider safeguarding concerns, such as children being drawn into extremism. The management team has attended safer recruitment training to ensure the suitability of new staff. The manager and staff carry out daily risk assessments of all areas used by the children to ensure their safety. All staff are trained in paediatric first aid.

What does the setting need to do to improve?

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

- strengthen staff's ability to recognise opportunities to extend children's learning further, such as allowing children time to think and respond to questions
- support staff to consistently give quieter and less confident children the support they need to fully engage in their play and learning.

Setting details

Unique reference number	2548232
Local authority	Staffordshire
Inspection number	10203805
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 at time of inspection	2 to 4
Total number of places	56
Number of children on roll	57
Name of registered person	Our Pride, Our Joy Limited
Registered person unique reference number	2548231
Telephone number	01283 248537
Date of previous inspection	Not applicable

Information about this early years setting

Violet Way Nursery And Care Club re-registered in 2019 due to a change of the limited company name. The nursery is open Monday to Friday, 7.30am to 6.15pm, term time only. The nursery and care club employs 15 members of staff. Eight staff members hold appropriate early years qualifications from level 3 to level 5. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Hulme

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The manager and the inspector completed a learning walk together to look at how the curriculum is planned to meet children's needs and development.
- A meeting was held with the inspector and the management team to discuss leadership and management arrangements.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and checked evidence of the suitability of the staff working in the nursery.

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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