

Inspection of Victoria Road Private Day Nursery Ltd

122 Victoria Road, Manchester M32 0AD

Inspection date:

17 December 2021

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thoroughly enjoy the time they spend in the warm, welcoming and vibrant nursery. Staff have a comprehensive understanding of all children's needs, based on first-hand observations and the excellent relationships that they have established with children and their families. Staff have high expectations of children. This helps to ensure that all children make superb progress.

Children's emotional health and mental well-being are given considerable consideration. Staff implement yoga and 'stretch and grow' sessions to support children in their ability to calm and regulate their feelings. They ensure that children have calm and quiet spaces to retreat to if needed, and they skilfully talk to children about their emotions. These excellent opportunities contribute significantly to children being exceptionally well behaved, happy, settled and eager to learn.

Leaders and staff have worked tremendously hard during the COVID-19 pandemic. They maintained consistent communication with those children who could not attend due to closures and lockdowns. Staff video called children frequently and pre-recorded storytelling sessions for children to enjoy with their families. Furthermore, they produced activity packs to support children's learning at home and delivered food parcels for families in need. This helped to ensure that children's anxieties about returning were eased and transitions back to nursery were seamless.

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

- Staff have developed innovative strategies to swiftly identify any emerging gaps in children's language skills. They successfully implement learning from recent training, to deliver high-quality interventions that help children to quickly catch up with their peers. Staff expertly narrate children's play, which helps to ensure that children hear a broad range of language. Staff supporting pre-school children ensure that their questioning techniques encourage children to think and articulate their thoughts and ideas. This practice has a hugely positive impact on the progress that children make in their speech and language development.
- Children with special educational needs and/or disabilities receive highly tailored support. Knowledgeable staff provide carefully considered, personalised support that is regularly reviewed and continuously shared with parents. Furthermore, robust partnership working with other professionals ensures that any gaps in children's learning are swiftly identified and addressed.
- Staff create an abundance of opportunities to support children to develop their independence and self-care skills. For example, babies competently feed

themselves at mealtimes, and older children skilfully serve their food and tidy away their plates and cutlery. Children understand that they must wash their hands before eating. They happily sing a song that encourages handwashing for 20 seconds. Children explain that they must do this 'because of the virus'. Furthermore, when children are sat listening to a story, they know that they must place their hands on their knees. They understand that this protects them as their friends will not accidentally step on their fingers. Consequently, children are successfully developing important skills, such as how to manage their own risks and building knowledge for the future.

- Children have excellent opportunities to reflect on their differences and understand their place within society. Staff ensure that their practice and resources are fully inclusive and reflect children's heritage and cultures. For example, staff model how to use sign language as another method of communication. Children participate in fundraising activities, such as completing a sponsored walk to raise funds to build the local community 'hub'. This successfully supports children to learn about where they live. Furthermore, it prepares children exceptionally well for life in modern Britain.
- Leadership is strong. Exceptionally high priority is given to nurturing the staff team. For example, huge investment has been made to ensure that staff have access to 24-hour support. Paperwork has been significantly reduced, which has had a positive impact on staff's interactions with children. Staff speak very highly of the leadership team and value the 'amazing' support and recognition that they receive.
- Partnerships with parents are tremendous. Staff deliver education opportunities that help parents to understand the importance of the early years. They encourage families to reflect on their use and impact of technology in children's lives. Photos of children going for walks, reading a book and baking are warmly shared and celebrated. Furthermore, leaders plan to deliver stay-and-play sessions again, once the COVID-19 pandemic restrictions ease. These opportunities have a very positive impact on promoting positive outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff prioritise children's safety at all times. There is a vigilant culture throughout the nursery, where children's welfare is paramount and at the heart of all they do. Precise and robust recruitment procedures ensure that all staff are and continue to remain suitable for their work with children. The leadership team continuously supports staff to ensure that they have a comprehensive understanding of safeguarding. Leaders facilitate regular training opportunities and confirm staff's understanding through spot questioning and audits. Staff have a robust awareness of the whistle-blowing arrangements and know who to report any concerns to. They are extremely vigilant in their care and supervision of the children.

Setting details

Unique reference number	EY485456
Local authority	Trafford
Inspection number	10216747
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	78
Name of registered person	Victoria Road Private Day Nursery Ltd
Registered person unique reference number	RP907036
Telephone number	01618644122
Date of previous inspection	13 February 2019

Information about this early years setting

Victoria Road Private Day Nursery Ltd registered in 2015. The nursery employs 18 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2 and above, including three who hold qualifications at level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Cox

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- Discussions were held with parents, the manager, area manager, provider and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The manager and the inspector carried out a joint observation of an activity.
- The inspector reviewed a variety of documents, including evidence of the suitability of staff, qualifications, first-aid certificates, policies and procedures.
- The inspector observed interactions between the staff and children during activities and assessed the impact of teaching on children's learning.

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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