

# Inspection of The Valley Centre

Paradox Community Centre, 3 Ching Way, London E4 8YD

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Inspection date: 18 August 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children show that they are very happy in this warm and welcoming nursery. They show that they feel secure through their positive engagement in a range of fun and stimulating activities. Children benefit from attentive and respectful interactions from staff. They receive lots of praise and encouragement and hear clear and consistent messages about expected behaviour. As a result, children show a good sense of belonging and behave very well.

Staff have high expectations for children's learning and development. This means children benefit from interesting learning experiences both indoors and outdoors. Children delight in playing in the mud kitchen and digging for worms. This helps to develop their imagination and supports them to enhance their knowledge about nature and the world around them. Children also show good interest when exploring different volumes and capacities when investigating with water. They also like exploring bubbles, which creates a real sense of fun.

Children's independence is supported extremely well. Children are frequently encouraged to make choices about their play. For instance, staff demonstrate their child-centred approach when participating in a body art activity. This helps to develop children's creativity and language skills as they express their ideas and intentions. Children also have daily opportunities to sing songs and nursery rhymes. This helps to develop children's listening skills and love of music. Staff create a happy atmosphere and it is evident that children are making good progress.

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

- Leaders and staff are passionate, knowledgeable and committed. They collectively show high integrity in supporting children with special educational needs and/or disabilities. They are dedicated to ensuring that all children have access to high-quality education and achieve positive outcomes. This is a real strength of the setting.
- Leaders ensure that additional funding, such as the early years pupil premium, is used effectively to promote the learning and well-being of children. For instance, resources and books have been brought to support children who speak English as an additional language and boost their language skills.
- The manager has a clear vision and understanding of the curriculum. This is reflected in what staff teach the children. The varied activities are planned effectively to meet the needs of individual children. Staff know children very well and have a clear view of how children's development changes overtime. The manager and staff successfully assess children's progress and put clear support in place if any gaps in learning are identified.

- Partnerships with parents and other professionals are well established. Staff have effective measures in place to share information and engage in open communication. Children benefit from an engaging and supportive programme that helps them to prepare for their transition to school. This helps to create good levels of continuity for children's care and education.
- Parents are very complimentary about their experiences at the setting. They fully appreciate how caring and kind staff are and the efforts they make in providing support for their families. They also state that they feel involved in their children's learning and development.
- Staff show a good understanding of promoting children's language and communication skills. For instance, staff use sign language and gestures, and also frequently introduce new words to help children to extend their vocabulary. Older children join in with meaningful conversations and express their ideas with confidence.
- Staff effectively support children to lead healthy lifestyles. For instance, they engage in projects that promote healthy eating, good oral health and the importance of being active. This helps children and families to adopt positive well-being and lifestyle choices.
- Leaders have an ambitious vision for the centre. They frequently monitor staff performance and the overall quality of education. For instance, staff have ongoing professional development opportunities and receive feedback on how they can enhance their practice even further. Staff express good levels of well-being and support with their roles.
- Children benefit from good-quality interactions from staff. However, on occasions, not all staff fully maximise learning opportunities that arise to challenge children's learning to the very highest level.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a secure knowledge of safeguarding and child protection issues. All staff regularly complete safeguarding training and refresh their knowledge during staff meetings and by participating in quizzes on how to keep children safe. Staff recognise different signs that may indicate that a child's welfare is at risk of being compromised, and understand their responsibilities to report any concerns. Recruitment and vetting procedures are thorough and any new staff undergo a detailed induction to become familiar with the nursery's policies, procedures and values. Staff complete ongoing risk assessments and head counts to help to keep children safe and to minimise any hazards or dangers.

## What does the setting need to do to improve?

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

- continue to embed staff coaching and training to ensure that all children are fully challenged and have the opportunity to develop their learning to the very highest level.

## Setting details

<b>Unique reference number</b>	2555128
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10215800
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 8
<b>Total number of places</b>	46
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	The Lloyd Park Children's Charity
<b>Registered person unique reference number</b>	RP524157
<b>Telephone number</b>	02031502313
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Valley Centre registered in 2019 and is based in the London borough of Waltham Forest. The setting opens from 8am until 6pm, Monday to Friday, for most of the year. The nursery receives funding to provide free early education for two-, three- and four-year-old children. The centre employs eight staff. All staff have appropriate qualifications ranging from level 7 to level 3.

## Information about this inspection

**Inspector**  
Amy Mckenzie

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the leaders and has taken that into account in their evaluation of the provider.
- The inspector observed children indoors and outdoors and assessed the quality of their learning experiences.
- The inspector held a leadership meeting and looked at required documentation, such as staff qualifications and training certificates.
- The inspector held discussions with parents, children and staff and took their views into consideration.

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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