

Inspection of Victoria Park Day Nursery CIC

The Stour Centre, Station Approach, Ashford, Kent TN23 1ET

Inspection date: 6 October 2022

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

What is it like to attend this early years setting?

The provision is good

Children are happy and safe in this warm and welcoming environment. They have good attachments to staff and enjoy the adult involvement in their play and exploration. Although the setting is currently in temporary accommodation, this has been adapted by the management to provide interesting and welcoming learning spaces for the children to feel comfortable and confident in.

Children behave well. Staff use specific praise with children to help them understand what they have done well. Children are learning to share, take turns and respect each other. This helps prepare them with the social skills required for their next stage of learning. They have lots of opportunities to develop their physical skills. Children enjoy practising their balance and coordination on the ride-on bicycles. Older children learn to balance carefully on climbing equipment. They are very well supervised and supported to manage risks safely.

Children are developing a love of reading and enjoy a wide range of books. They select books independently and listen as staff enthusiastically read stories. Children join in with familiar words and phrases, and they enjoy using props to bring stories to life.

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

- The manager and staff work together to design a broad curriculum. They use additional funding well to support children's learning. Children who might need additional support are identified quickly, and plans are put in place to help them to achieve. Staff work closely with parents and other professionals to ensure that children receive a consistent approach to their learning needs.
- Staff carefully follow children's interests. They use information from observations and assessments to plan interesting activities. For instance, children have recently visited the local train station following their displayed interest in trains. Staff are aware of how to develop children's knowledge by asking appropriate questions. However, on occasion they do not probe further into children's understanding to develop their thinking skills. This does not challenge children's learning to the highest level.
- Children benefit from many opportunities to develop their independence and social skills in readiness for school. They show a 'can-do' attitude. For example, during sociable snack times, children make choices, pour their own drinks and remove their own names from the board to show they have participated in the snack time. Children learn strategies to independently put on their coats and understand how to thoroughly wash their hands as part of their everyday hygiene routines.
- Parent partnerships are strong. Staff provide a wealth of opportunities for

parents to be involved in their children's learning. Staff share regular updates about children's achievements through online verbal exchanges of information. Parents comment on the 'supportive' and 'knowledgeable' staff and their role in helping children make great progress in their learning and development. They describe how their children love to attend this nursery.

- Staff encourage children's mathematical development effectively. Children are encouraged to regularly use mathematical language in their play. They confidently count and identify numbers in sequence. Staff help children to identify and understand the concepts of size and quantity.
- Children benefit from the focus that staff place on their communication and language skills. Staff narrate as children play and clearly emphasise key words in their interactions. This helps children's understanding and speaking skills.
- Children develop a good understanding of diversity beyond their immediate family. For example, the manager and staff have ensured that the environment includes positive cultural images, books and role-play resources to explore.
- Regular self-evaluation and effective teamworking contribute to a well-organised provision. There are good opportunities for staff's professional development. For example, staff access a range of training topics and support from the manager. However, this support and the training content are not currently focused on individual staff needs.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff recognise signs and symptoms that would cause them to be concerned for a child's welfare. They know how to report any concerns they may have about any children or the adults they encounter. Staff attend regular safeguarding training to keep their knowledge refreshed. The manager follows safe recruitment procedures, and processes are in place to ensure staff continue to be suitable to work with children. The environment is safe and secure.

What does the setting need to do to improve?

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

- continue to support staff's interactions with children to consistently challenge higher levels of thinking in children
- increase the focus of support and professional development for staff in order to meet their individual training needs.

Setting details

Unique reference number	2594364
Local authority	Kent
Inspection number	10249200
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	21
Name of registered person	Victoria Park Day Nursery CIC
Registered person unique reference number	RP531260
Telephone number	01233 632313
Date of previous inspection	Not applicable

Information about this early years setting

Victoria Park Day Nursery registered in 2020. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at levels 3 and 4 and one holds a level 6. The nursery opens Monday to Friday, from 9am to 3pm. The nursery opens during term time only. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kimberley Luckham

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 provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector and the manager carried out a joint observation.

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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