

Inspection of Victoria House Day Nursery Limited

143 Bromyard Road, St Johns, Worcester WR2 5DL

Inspection date:

25 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Staff welcome all children into the setting, and aim for them to feel fully included in all aspects of the routine. However, not enough is done to support those children who speak English as an additional language. As a result, these children are at risk of falling behind in their communication and language development. Furthermore, staff do not complete the required progress checks for children at age two to a high enough standard. This means staff cannot effectively assess children's needs early enough.

Despite this, children demonstrate that they feel safe through the secure attachments they have formed with their key person. For example, as children play, staff softly sing songs. This encourages babies to identify familiar tunes, and confidently model the actions to the song. Staff are respectful and polite when interacting with children, other staff and parents. They aspire for children to do the same. As a result, children demonstrate good behaviours.

Children engage well in sensory activities. For example, they roll toy cars through paint, which visibly leave tyre marks behind on the paper. Children enhance their physical skills as they learn about cause and effect. Babies appreciate time spent with key people exploring 'sensory boards.' They copy sounds and language heard as they turn the 'blocks' around to reveal familiar pictures. Children are visibly happy and are fully committed to the activities they partake in.

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

- The nursery has recently experienced changes in the leadership team. This includes a newly appointed manager, who works well in partnership with the deputy manager. They both demonstrate a clear overview of what they want children to learn. They share the same vision to improve the nursery, including further strengthening partnerships with parents.
- Aspects of the required progress checks for children aged between two and three years have not been sufficiently completed by staff. For example, the document shared with parents lacks a short-written summary which relates to children's learning and development. This means the progress children have made in their development is not clear, nor are the areas where progress is less than expected.
- Children partake in one-to-one time with staff to focus on specific areas of learning, including those children who speak English as an additional language. However, due to gaps in leadership and management, practice is not continuously monitored. Consequently, staff do not consistently include important words in children's home languages when teaching. This does not help children to value their home language or enhance their communication

skills.

- Children generally behave well. They take turns and play cooperatively. Staff work well as a team to reinforce expectations for routines and good behaviours. For example, when young children push their food away and leave the table, staff model a consistent approach to support them. Staff share the same expectations, and give children responsibilities which encourages them to return to the table, listen well and follow simple instructions.
- The manager aspires for all children to develop their early self-help skills. However, staff often step in too quickly to help children and do not consistently encourage them to do things for themselves. As a result, this does not support children to successfully make their own choices and develop their self-help skills, such as independent feeding.
- Babies benefit from some interactions and activities which enhance their developing language. For instance, they learn the word 'stomp', as they move a toy dinosaur through a tray of shredded paper. However, interactions throughout the setting do not consistently enhance children's vocabulary. Staff do not always introduce new words to children or enhance language through a reciprocal conversation. This limits children's opportunities to explore language.
- Children with special educational needs and/or disabilities (SEND) are supported well by a designated special educational needs coordinator (SENCo), who coherently works with other staff and professionals to break down barriers in learning. During the COVID-19 pandemic, the SENCo continued to work in close partnership with parents to ensure arrangements for those children with SEND remained effective.
- Parents comment positively about the care their children receive. They state that communication about their children's learning is informative and they enjoy receiving 'summaries of the week', which highlights children's progress.
- Current arrangements for supervision do not precisely focus on raising the quality of teaching. This is because the manager does not always identify areas for improvement for individual staff. This negatively impacts staff's professional development because they do not always receive tailored support to help them to develop their knowledge and skills. As a result, staff are not always confident to discuss the procedures of the setting.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are aware of a range of child protection and safeguarding issues, including female genital mutilation, cuckooing and online safety. They share relevant websites with parents and signpost them to other professionals to support their family's needs. All staff receive safeguarding training to enhance their understanding of what to do should they develop safeguarding concerns. Staff are confident to whistle-blow should they have concerns about another staff member suitability. Staff demonstrate suitable knowledge of the signs and symptoms of neglect and abuse. There is a strict no mobile phone policy in place, and staff and visitors are made aware of this on arrival. This ensures children's safety.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure the progress check for all children between the ages of two and three years includes a short-written summary of children's development in the prime areas.	23/12/2022

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

- develop practice to provide more opportunities for children to develop and use their home language in play and learning
- strengthen the programme of professional development to ensure it is tailored to the individual needs of staff to further develop their knowledge and skills
- monitor staff practice to ensure they make the most of opportunities which develop children's self-help skills and encourages them to do more things for themselves
- provide older children with more opportunities to extend their language to further build on their vocabulary.

Setting details

Unique reference number	EY338974
Local authority	Worcestershire
Inspection number	10235034
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	1 to 4
Total number of places	68
Number of children on roll	44
Name of registered person	Victoria House Day Nursery Limited
Registered person unique reference number	RP526424
Telephone number	01905 426499
Date of previous inspection	14 February 2017

Information about this early years setting

Victoria House Day Nursery Limited was registered in 2006. The nursery employs eight members of childcare staff; seven of whom hold appropriate early years qualifications ranging from level 3 to level 6. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mikaela Stallard

Inspection activities

- This was the first routine inspection the setting 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.
- 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.
- The inspector carried out a joint observation with the manager.
- The inspector observed the interactions between staff and children throughout the day, and evaluated the impact on children's learning.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection. The views of parents were considered by the inspector.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children, complaints and safeguarding policies.

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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