

Inspection of Valentines Nursery

2 Ingleby Road, Ilford, Essex IG1 4RY

Inspection date: 15 December 2022

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 flourish as they explore excitedly with their friends. They are extremely independent. Children select from enriching resources and set up interesting activities with their friends. All children are busy. In the baby room, the babies gasp with delight as staff play peekaboo with their favourite toys. Staff say, 'Where has she gone? There she is.' Babies smile delightedly at familiar staff.

Children are resilient. They experience setbacks and try again when they find things tricky. For example, in the toddler room, young children match coloured beads into cups. When they find it hard to match the beads with the cups, experienced staff support and praise them. Children say, 'I have two beads.' Staff respond with extremely positive language, such as 'Well done, that's great.' Children have high levels of self-esteem. Their behaviour is excellent.

Children's speaking and listening skills are supported extremely well by expert staff. Children hear new language throughout the day. Children lead staff, who give them space to choose their own challenging activities. Children speak to staff and hear ambitious language. For example, in the garden, children play with the snow and ice. They find icicles and staff talk to them about why the icicles have formed. Children learn how ice melts and how to freeze it again. Children are confident talkers. They negotiate and cooperate extremely well with each other. Children are supported expertly by experienced staff. They are rapidly learning new skills and knowledge.

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

- Managers' leadership of the nursery is inspirational. They meticulously design a curriculum that is ambitious for all children. Managers create an exceptionally clear learning intent. They share their vision for learning extremely effectively with all staff. Staff expertly support children to become self-confident, resilient and independent. They are extremely well prepared for the next stages of their education.
- Managers and staff deliver an effective cycle of assessment. They robustly identify what children know and can do. Staff feed this knowledge of children's learning goals into their planning. All children rapidly reach their developmental milestones.
- Managers work closely with staff to support them in their interactions with children. They undertake regular supervisions of staff to develop their knowledge and skills. Staff share their excellent experience with each other. This helps them to constantly improve their teaching skills to support children's learning.
- Staff are highly skilled at supporting children's language development. They

understand that children need to hear and repeat new language to remember words in the long term. For example, in the pre-school room, children select the 'Handa's Surprise' story from the book corner. Staff ask, 'What's in there? A girl and lots of fruit.' Children are excited to learn about the story and explore the story sack. They say, 'It is similar to another story.' Children enjoy books and rapidly use language from stories in their play.

- Managers and staff work extremely effectively with external agencies to support children's learning. They quickly identify children who need additional support. Staff seek expert advice and plan meticulously to close any gaps in learning. Children with special educational needs and/or disabilities are extremely well supported in their learning.
- Staff create care practices that are highly effective. Babies sleep in a calm and peaceful environment. They listen to music and share cuddles with staff who they know well. Children learn to feed themselves. They say what they like and dislike. Children are learning to take care of themselves and be independent. They are very confident and happy.
- Staff help children to manage their feelings. They talk about different emotions. When children struggle to manage their feelings, they are reassured by staff who know them well. Children are extremely cooperative with each other. They behave exceptionally well.
- Parents are overwhelmingly happy with the way staff communicate with them. They say that communication is 'incredible'. They report that regular parents' evenings support them to identify their children's next steps. Parents report that this helps them to extend their children's learning at home.
- Managers and staff understand the importance of teaching children about each other's differences. They know that this helps children to understand and respect different cultures and family dynamics. Children explore different foods, festivals and traditions. Children are learning to value each other's diverse backgrounds.
- Managers are extremely reflective of their practice. They regularly review the learning environment to ensure that it supports children's learning. Managers monitor all communication between staff and parents. This helps them to know what each child is learning. They regularly arrange training for all staff to help them to develop their teaching skills. All children have access to extremely experienced and highly skilled staff.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are extremely knowledgeable about safeguarding issues, including wider safeguarding issues. They know how to recognise the signs that children may be at risk of harm. Managers regularly arrange training to refresh their knowledge. Staff know how to report their concerns to the appropriate authorities. Managers and staff conduct regular risk assessments of the nursery to make sure children are safe.

Setting details

Unique reference number	EY253566
Local authority	Redbridge
Inspection number	10234701
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	0 to 5
Total number of places	40
Number of children on roll	46
Name of registered person	WhizzKids UK Limited
Registered person unique reference number	RP902754
Telephone number	020 8518 1616
Date of previous inspection	15 March 2017

Information about this early years setting

Valentines Nursery registered in 2003. It is situated in the London Borough of Redbridge. The nursery is open each weekday, from 8am to 6pm, for 51 weeks of the year. The provider employs 12 members of staff who work with children. The provider and senior manager has achieved early years professional status and is a qualified teacher. The manager has achieved a degree in early years. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Kate Daurge

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 the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of 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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