

# Inspection of Victoria Park Hall Pre-school

Victoria Park Hall Pre School, Rosehill, Rawmarsh, Rotherham S62 7HJ

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Inspection date: 6 September 2023

<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 are happy and settled. Staff understand their individual needs and help them to quickly settle and build positive relationships. This is particularly apparent when children are new to the pre-school. Children show that they feel safe and secure. They approach the kind and nurturing staff if they want a cuddle, and they show delight as staff join in with their play.

Children's behaviour is good. Staff have clear expectations of children and are consistent in their approach to managing children's behaviour. For example, staff remind children to use their kind hands, inside voices and looking eyes. They also use every opportunity to praise children through verbal communications, such as good listening, good sharing and nice manners. Children demonstrate high levels of self-assurance and self-esteem.

Children develop a love of stories and songs. There are many times throughout the day that children have these opportunities. They join in with songs at circle time when they choose a prop from the song box. Children show their excitement as they sing along and do the actions to a scarecrow song. Smaller groups of children listen carefully to staff who read books to them. Additionally, staff make good use of the large open park outside the pre-school. They take children into the park on a 'bear hunt', and this brings the story to life and captures children's imagination.

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

- The manager is enthusiastic and dedicated to her role. With input from staff, the curriculum is well planned, sequenced and builds on what children already know and can do. Staff know the stages of development that children are at and what they want them to learn next. Children engage in a good range of activities and learning opportunities throughout the day. They make good progress from their starting points.
- Staff model language effectively and listen to children. They ask questions to encourage children to share their experiences and ideas, and they value children's thoughts and feelings. Staff give children the time they need to process their thinking and answer questions. Furthermore, staff use Makaton signing when they communicate with children. They also work with the local authority on their Tiny Talkers programme. This helps children to develop confident communication and language skills.
- Parents are complimentary about the pre-school. They are happy with the communication they receive from their child's key person. Parents praise the staff for the role they play in helping their children to make good progress in their learning. They like the online system used to maintain two-way communication and enjoy receiving the photographs of their children involved in

activities. This joint approach helps staff and parents work together to support children's development.

- Children have exciting and varied opportunities for learning outdoors. They test out their physical abilities, pedalling wheeled toys, and they climb the steps to the slide with confidence. Children use an outdoor tap to fill different vessels. They take the collected water to the outdoor kitchen. They use it to cook, make potions and pour and fill other jugs and bowls. Children also use large bricks to build structures. Staff support children in their play. However, they do not consistently introduce children to mathematical language, such as 'full', 'empty', 'tall' or 'small'. This limits children's early understanding of simple mathematical concepts.
- The manager cares about the well-being of staff, children and families using the pre-school. Staff have regular supervision sessions, and ongoing training opportunities are made available. Additionally, staff attend team meetings to discuss and share their ideas for improvements to the pre-school. The manager encourages staff to observe each other's practice and she carries out her own observations. She models high-quality teaching practice, however, there are inconsistencies in the quality of some staff's teaching skills. This prevents children from making even better progress.
- Children's good health is promoted well in pre-school. Staff teach children about healthy foods and making healthy food choices. They provide children with healthy snacks and encourage children to have regular drinks of water. Staff display information for parents about sugar levels in food. The pre-school has achieved the gold award in Healthy Foundations for children. This includes children practising their oral hygiene and having opportunities to plant, grow, harvest and taste fruits and vegetables.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding arrangements are secure. The manager and staff have a good understanding of the safeguarding issues that may affect children and their families. This includes identifying the signs that a child may be suffering from harm or abuse. They understand their responsibilities to act on any allegations against a colleague or adult in the pre-school, so that appropriate action is swiftly taken. Risk assessments are completed each day and regularly updated to ensure that the pre-school remains a safe place for children to play and learn. Recruitment of staff is robust. Staff are well qualified and suitability checks are completed.

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

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

- support staff to consistently use child-led play opportunities to teach children

early mathematical concepts and language

- strengthen further existing performance management processes to ensure that teaching is of a consistently high quality across the staff team.

## Setting details

<b>Unique reference number</b>	2710997
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	10299400
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	VPHPS LTD
<b>Registered person unique reference number</b>	2710996
<b>Telephone number</b>	01709 524302
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Victoria Park Hall Pre-school registered in 2022. The pre-school employs four members of childcare staff., all of whom hold appropriate early years qualifications at level 3 or above, including two staff with level 6, one of whom holds qualified teacher status. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am to 12pm and 12.45 to 3.45pm. Some children attend from 9am to 3.45pm. There is a lunch club from 12pm to 12.45pm. The pre-school is in receipt of funding for early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lindsay Dobson

## 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 manager and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation during circle time.
- The inspector spoke to several parents during the inspection and took account of their views.

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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