

# Inspection of Victoria Nursery

12 Victoria Road, Harborne, BIRMINGHAM B17 0AH

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Inspection date:

3 November 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Staff provide children with lots of exciting sensory activities that fully engage them and promote their development in all the areas of learning. They are highly focused on encouraging children to be active, curious and self-directed learners. Children play outdoors for extended periods of time throughout the day. Pre-school children become thoroughly absorbed in their play as they make their own concoctions with water, bark, soil and leaves. They paint the trees and walk in and out of the coloured water and examine their own footprints. During such activities, staff support and extend children's learning effectively.

Toddlers enjoy filling and emptying containers with the sand. They make marks with the chalk on the ground. They discover tiny spiders and look at them with awe and wonder. Staff encourage the toddlers to count how many legs the spiders have. Under close supervision, babies poke, squash and flatten dough. During such times, staff provide a running commentary, and they consistently model good speech and language skills throughout the day. This helps all children to develop their language skills.

Staff build strong relationships with children and their families. They know the children well. Children are happy, confident and relaxed. Staff continually model respectful and appropriate behaviours with each other and the children. They successfully support children to follow the simple rules that help to keep them safe and encourage respect for others.

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

- Staff provide a curriculum that follows children's interests and incorporates what they need to learn next. They plan opportunities for children to explore a range of multi-cultural festivals throughout the year. These help children to develop a deeper understanding and appreciation of different lifestyles.
- The manager reflects on the progress of individual and specific groups of children across all areas of their learning. However, staff do not focus strongly enough on encouraging pre-school children to develop their understanding of size, length, weight and capacity.
- Staff support children's literacy development well. For example, staff regularly share stories and sing with the children. They plan activities that help to develop children's knowledge of letters and sounds.
- The skilled and trained special educational needs coordinators are enthusiastic and committed in their roles. They work closely with parents and other professionals to identify, plan and coordinate the additional support that children need. All staff work together to secure rapid rates of progress for children with special educational needs and/or disabilities.

- Parent's comments show that they really appreciate the online information they receive about their child's development and learning. This, along with daily chats and regular parent meetings, helps parents to fully support their child's learning at home.
- Staff provide the children with some opportunities to learn about animals from first-hand experiences. For example, staff use the pushchairs to take the babies on walks to the local shops and to feed the ducks. Older children enjoy a trip to the zoo. This, along with discussion, helps to consolidate children's learning.
- Younger children have the opportunity to experience physical challenge and manage risks for themselves. For example, they balance on the wooden planks and logs. However, a small group of older, most-able children do not experience physical play that is challenging and tests their limits.
- The manager holds regular supervisory meetings with each member of staff to discuss their well-being, their teaching practice and any concerns they may have. She regularly seeks the views of children and parents. The manager frequently attends the local authority network meetings and early years conferences. Additionally, she liaises with other nursery managers to share ideas. This helps the manager to reflect on the practice within the nursery and identify clear actions plans that improve outcomes for all children.

## Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that there are robust procedures in place for the safe recruitment of staff. She makes sure that the induction arrangements fully support staff to understand their responsibilities from the outset. The designated safeguarding lead has undertaken appropriate safeguarding training. She makes sure that all staff have a good understanding of the possible signs of abuse and a strong awareness of their responsibility to protect children from harm. Staff thoroughly check all indoor and outdoor areas to identify and minimise any possible risks to children.

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

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

- provide older children with even more opportunities to learn about size, length, weight and capacity
- enhance the already exciting outdoor physical opportunities available so that the older, most-able children experience an even higher level of physical challenge in their play.

## Setting details

<b>Unique reference number</b>	EY365886
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10308236
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	DRAXCO Ltd
<b>Registered person unique reference number</b>	RP527503
<b>Telephone number</b>	0121 4264882
<b>Date of previous inspection</b>	21 March 2018

## Information about this early years setting

Victoria Nursery registered in 2007 and is situated in Harborne, Birmingham. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above, including one at level 7, two at level 6 and one at level 5. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Linda Yates

## 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 inspector and the manager completed a learning walk across all the areas of the nursery to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector and the manager.
- The inspector held discussions with staff and evaluated how well they assess children's progress and plan for the next steps in their learning.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents through the written feedback provided and discussions with them.
- The inspector held conversations with children during the inspection.

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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