

Inspection of Victoria Centre

Victoria Centre, 46-50 Palk Road, Wellingborough, Northamptonshire NN8 1HR

Inspection date: 5 June 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are very happy and settled at this calm and welcoming pre-school. They form strong relationships with staff, who provide an extremely caring and reassuring approach. Children feel valued and safe in their care. Children benefit from the well-thought-out environment that provokes curiosity. For instance, children experiment with sounds as they play the piano alongside staff. Staff use their teaching skills effectively to help the children think about what else they could do with the resources. For instance, staff show children how they can add herbs to dough to create different smells and textures while building their hand strength as they squeeze and stretch dough.

Staff are excellent role models who have high expectations of children's behaviour. They support children to gain good personal, social and emotional skills through stories and activities that help them understand their own emotions. For example, children learn to use colours to express how they are feeling. Staff reward children for their achievements and recognise the positive impact this has on children's self-esteem. For example, staff provide lots of praise and encouragement when helping children to make paper aeroplanes. Children listen closely to instructions, folding the paper carefully. Everyone cheers as the paper aeroplanes fly through the garden. This supports children in developing their resilience and confidence in their capabilities.

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

- The manager and the staff plan a broad and stimulating curriculum that takes account of children's interests and what they need to learn next. Staff use observations of children to identify interests and themes, which they build on to help support children's learning. For example, children dig in soil to find model minibeads that they identify and talk about. Staff talk to children about different habitats, helping them to build on what they already know and understand.
- Overall children are engaged in play and make good progress in their learning. However, at times, staff do not identify when to add more challenge effectively to children's play to help move learning to a new level. As a result, older children sometimes become less engaged in purposeful play.
- The special educational needs and/or disabilities coordinator (SENDCo) has a good understanding of each child's individual needs and has plans in place to support children to make progress. Staff identify when children require additional support and refer them to external agencies if needed. The SENDCo understands the importance of working closely with these agencies and parents to support all children to develop to their full potential.
- Children's communication and language are a priority. Staff provide purposeful interactions that are age and stage appropriate. Younger children, as well as

those who require additional support, hear clearly spoken words as staff narrate their play effectively. Children with English as an additional language (EAL) are particularly well supported as staff use words and phrases from their home language as well as books to offer support.

- Mealtimes are sociable and purposeful occasions. Staff sit with children and encourage their positive attitudes towards nutritious and healthy foods. Children independently help themselves to their lunches and pour their own water.
- Children have daily opportunities to be physically active. They practise their physical skills as they learn to run and climb in the large outdoor area. Staff encourage children to think carefully as they learn to take and manage risks as they play.
- Parents partnership are strong. Parents are complimentary about the staff and how their children are happy and well cared for. Staff involve parents in special events, such as the Easter egg hunt, as well as offering support and advice on topics, such as toilet training, sleep routines and tooth brushing. Staff provide parents with regular updates on the progress their children are making and share ideas about how they can continue their children's learning at home.
- The manager has clear vision for the preschool and works closely with the staff team to achieve this. Staff receive regular supervision meetings to discuss their key children and any personal or work concerns. They attend a range of training to support their professional development. This helps to support staff to achieve good standards in the quality of children's learning and care.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen staff's skills to support older children to remain consistently engaged in purposeful play.

Setting details

Unique reference number	220257
Local authority	North Northamptonshire
Inspection number	10335858
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	2 to 11
Total number of places	25
Number of children on roll	327
Name of registered person	Victoria Centre
Registered person unique reference number	RP903068
Telephone number	01933 277400
Date of previous inspection	29 June 2018

Information about this early years setting

Victoria Centre registered in 1999. The pre-school employs six members of childcare staff. Of whom, all hold appropriate early years qualifications at level 2 and 3. The pre-school opens from Monday to Friday, term-time only. Sessions are from 9.10am to 3.10pm. The out-of-school club opens from Monday to Friday, term-time only. Sessions are from 3.30pm to 6pm. The holiday play scheme opens from Monday to Friday, during school holidays. Sessions are from 7.30am to 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Charmaine Cayton

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 and the inspector completed a learning walk together of all areas of the nursery and discussed the early years foundation stage curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENDCo spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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