

Victoria Nursery

12 Victoria Road, Harborne, BIRMINGHAM, B17 0AH

Inspection date	15/04/2013
Previous inspection date	07/09/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff have a secure knowledge and understanding of how to promote the learning and development of young children. As a result, their practice is consistently good and in some cases outstanding.
- The premises are welcoming, well maintained and safe, and additional systems are in place to further ensure children's safety.
- The key person system allows children to form strong emotional attachments that enable staff to support children well. This positively promotes their well-being and personal independence.
- The staff develop positive relationships with parents and other providers, ensuring good information sharing about children's care, learning and development. This helps to ensure a smooth transition for children as they move around the nursery rooms and when they go to school.

It is not yet outstanding because

- There is scope to develop a more consistent approach for information from parents in relation to their contribution to initial assessments of their children's starting points on entry to the nursery.
- Performance management and monitoring systems are not yet firmly embedded to clearly demonstrate how the good quality teaching is continuously monitored and how the information gained is used to shape practitioners' professional development.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the baby, toddler and pre-school areas and the outdoor learning environment.
- The inspector spoke to staff and interacted with children throughout the inspection, and held a meeting with the manager.
- The inspector sampled a range of documents including attendance records, children's information files, staff files and a selection of children's learning journey records, assessment records and observations.
- The inspector took account of the views of children, parents and carers spoken to on the day of the inspection.

Inspector

Patricia Dawes

Full Report

Information about the setting

Victoria Nursery was registered in 2007 and is on the Early Years Register. It is situated in a converted house in the Harbourne area of Birmingham, and is managed by a family company. The nursery serves both the local and wider area and is accessible to all children. It operates from five rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 15 members of childcare staff, all of whom hold appropriate early years qualifications at level 2, 3 and 5. The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 89 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities. The nursery receives support from the local authority and works in partnership with other professionals.

What the setting needs to do to improve further

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

- build on the partnership with parents by improving the exchange of information in relation to their contribution to initial assessments of their children's starting points

- develop the performance management and monitoring systems further to ensure that the good quality teaching continues to be monitored, and the information is used to shape practitioners' professional development in the future.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good knowledge and understanding of the Early Years Foundation Stage and how children learn. They organise an educational programme that is interesting to children and provides them with realistic and effective challenge across all areas of learning. They are well deployed to support children's learning and welfare, and ensure routines meet the children's needs. Observation, assessment and planning methods for individual children are systematically completed throughout the nursery. This clearly identifies children's next steps and helps them make good progress in their learning and development. Children benefit from a good balance of adult-led and child-initiated activities, and the routine is very flexible to enable them to pursue their own interests. They have continuous access to

a broad range of toys and equipment which are stored at low level, enabling them to make choices that develop their independence skills. Staff provide an inclusive environment and have a positive impact on all children in their care, including children with special educational needs and/or disabilities. Staff work closely with parents and other agencies to ensure they effectively monitor and support learning and development. They provide specific activities, plans and resources for support when required, to continually meet the needs of all children attending.

Children are happy, settled and confident learners and they thrive within an interesting and well-equipped environment. They interact well with each other and the staff as they play. Children listen attentively to stories and join in enthusiastically when singing their 'sharing' song at lunch time. Younger children's interest is sustained during a water play activity as they experiment with tipping and pouring activities, catching bubbles and describing what they see and feel to staff. Staff reinforce and extend this activity by asking challenging questions and engaging in conversations. Babies' emerging language is promoted as staff support and extend their growing vocabulary, for example, by asking them to find different coloured snakes hidden in the oats. Older children's communication and language development is good as they speak confidently with the staff, their peers and visitors, explaining what they are doing and why. They show developing levels of independence as they make choices during meal and snack times and enjoy serving their own meals and drinks at lunchtime. This gives children a good foundation to support their future learning and readiness for school. The key person system is well established and staff know their key children's characters and learning styles very well. They frequently use effective questioning techniques to extend and challenge, and plan individual activities for children based on their identified next steps. These are combined into the daily routine of the room to enable all children to progress well.

Children take pleasure in counting and matching colours and numbers as they play a matching game or animal shapes. Practitioners encourage the use of mathematical language and use effective questioning to extend children's learning. They play hiding shapes in the sand or make an obstacle course using planks and wooden blocks. Children play with 'gloop', encouraged by staff to collect it into a ball in their hand and then watch as it turns to liquid when they open their hand. Children hunt for bugs, cooperating and taking turns to lift logs and containers, following instructions from staff to be careful. They show curiosity as they study the bugs under a magnifying glass and decide how many legs they have. Children of all ages laugh and giggle as they enjoy their time at the nursery, and learn without realising it because they are having so much fun. For example, older children are encouraged to develop their imagination through writing stories, which staff display.

Parents feel valued and respected as the key person enables them to be actively involved in their children's learning and progress. Most parents contribute to the initial assessment of children's starting points on entry; however, this information is not consistently sought from all parents to fully ensure all children learning needs are planned for from the start. All children have an individual learning journal, and parents are encouraged to contribute to this. Parents are also encouraged to add 'wow' moment comments, which staff use to inform individual assessments and next steps in learning for children. Planning is also displayed for parents to see what the children are taking part in during the day.

The contribution of the early years provision to the well-being of children

All children learn about the importance of healthy eating and lifestyles through discussion, activities and daily routines. Children display a positive attitude towards healthy eating. Menus are healthy, balanced and varied, and children are involved in cooking activities to build upon their knowledge, such as making their own birthday cakes to share with their friends. In addition, children help to plant and care for a variety of flowers, vegetables and fruits. Children demonstrate good understanding of healthy lifestyles. They follow efficient personal hygiene routines and enjoy very frequent access to the outside play area in all weathers. Children also enjoy regular opportunities to take part in yoga or dance sessions from visiting specialists, which complements their physical education well. Children also enjoy walks within the local community to the park and library.

Staff spend time getting to know the children and their families exceptionally well, acting as good role models and enabling them to meet their individual needs. Children build positive relationships with the staff because the staff teams and key people are consistent. The highly effective key person system supports children in developing strong levels of personal independence. They form secure attachments with kind and caring staff, resulting in their emotional well-being being supported as children talk with ease to staff about any concerns they may have. For example, children are given time when they initially join the setting to develop relationships with the staff team and their key person during the gradual settling-in process undertaken. Transitions through the nursery rooms are at the child's own pace and not age related. Children often wait for their friends and peers before making a move to another room. All children join together during the day, which helps them to become familiar with other areas in the nursery and staff.

Children's safety is of a high priority to staff and they effectively support children's growing understanding of how to stay safe. For example, children participate in regular fire evacuation drills and learn about road safety when walking in the local community. All children benefit from the strong transition procedures and links the nursery has developed with local schools to support their move to the school. This includes detailed information sharing between the two settings, visits from teachers and visits for the children to their new school. This ensures children's individual needs are being met and helps to ease the transition process.

The effectiveness of the leadership and management of the early years provision

Arrangements for safeguarding children are robust, regularly reviewed and fully understood by all staff. An effective safeguarding children policy is implemented and practitioners' knowledge of safeguarding children is fully up to date. Thorough risk assessments are conducted, and include everything with which a child may come into contact. The recently appointed manager employs a hands-on, active role within the setting. Changes have been implemented which staff say have had a positive impact, such as, new planning documentation, staff supervision sessions and updating training in first aid and safeguarding. Staff display a positive approach to improving their professional

development to continue to enhance the learning, development and care on offer.

Self-evaluation is good and supports continuous improvement for the benefit of the children who attend. There are identified members of staff who take responsibility for key roles within the setting, such as safeguarding, special educational needs and behaviour management. This ensures the staff team are provided with detailed information and support when required. Some performance management systems are in place, such as one-to-one meetings, team meetings, induction procedures and annual appraisals. However, there is scope to develop these further through the use of peer-on-peer observation to ensure that the already good quality teaching is continuously monitored and information gained is used to shape staff's professional development in the future. The staff team's motivation and self-confidence are well developed and they all actively strive towards improving the setting for all the children who attend. This clearly demonstrates the provision's capacity to continually improve.

Practitioners work in partnership with other professionals to promote the best continuity of care. They communicate effectively with local schools to complement children's learning and to ensure progression. Relationships with parents are well established and this adds to improvements in children's learning, well-being and development. Parents receive good quality information about the provision through the use of notice boards and newsletters. A newly organised parents' forum allows them to air their views and concerns, which are promptly addressed by staff and the management team. Parents speak highly of the staff, commenting that they all have a 'can do' attitude.

Practice is fully inclusive and practitioners are committed to caring for children's individual needs and valuing each child exclusively. The nursery has good links with external agencies and parents to ensure that necessary interventions are sought to meet children's needs and to continue to close the achievement gap for those children who may be below what is normally expected for their age and stage of development. For example, when potential special educational needs are identified by staff, they work closely with parents and relevant agencies. This involves undertaking detailed assessments, sharing information and implementing particular practices suggested, to support the child while at the setting.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY365886
Local authority	Birmingham
Inspection number	909953
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	89
Name of provider	DRAXCO Ltd
Date of previous inspection	07/09/2011
Telephone number	0121 4264882

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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