

Victoria Nursery

12 Victoria Road, Harborne, BIRMINGHAM, B17 0AH

Inspection date	03/01/2014
Previous inspection date	15/04/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Steps are taken to promote children's health and well-being through the use of appropriate care records and procedures. A balanced healthy menu and opportunities for physical play promote children's health.
- Staff have good relationships with children, which results in them feeling safe and secure. The nursery has good relationships with parents.
- The nursery has developed a creative and stimulating environment indoors and outdoors which ensures that all children can initiate their own play and follow their own interests. This supports children's active learning and emotional well-being.

It is not yet good because

- Children's individual next steps are not consistently monitored with their achievements identified. As a result, teaching does not always match the needs of all children.
- Planning does not always ensure that pre-school children access activities in all areas of learning and therefore some children do not always access a wide variety of experiences.
- Opportunities for children to use information technology equipment are not freely available and as a result some children's learning about the world around them is reduced.
- The settling process for new children does not always ensure that information gathered supports their ongoing learning at nursery.

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 toured all areas used by children.
- The inspector carried out a joint observation of an activity with the nursery manager.
- The inspector took account of the views of the parents and carers.
- The inspector took account of children's records and nursery policies and procedures.
- The inspector checked evidence of suitability and qualifications of the staff working with the children.

Inspector

Julia Galloway

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 Harborne 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 an enclosed area available for outdoor play.

The nursery employs 15 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. 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 56 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that educational programmes consistently cover all areas of learning in sufficient depth, so that children in the pre-school room make the best possible progress towards early learning goals
- ensure that children's identified next steps in their learning are always meaningful, enabling staff to shape learning experiences for each individual child.

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

- improve the consistency of information gathered about children's prior skills to enrich support for them as they settle into nursery
- provide children with increased access to use information, communication and technology equipment to support their developing understanding of the world around them.

Inspection judgements

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

Children are happy and settled and make satisfactory progress towards early learning goals during their time at the nursery. They are familiar with routines and readily take part in a range of different activities that interest them. Staff ensure that children are able to direct their own play. Activities take into account children's likes and preferences. Most children show characteristics of being keen learners by engaging in the resources available and staying focused for increasing amounts of time depending on their age and stage of development. Staff have a satisfactory understanding of the learning and development requirements of the Early Years Foundation Stage and provide some suitable activities for children. However, planning does not consistently ensure that all children access learning experiences in depth and breadth across all areas of learning. Planning centres around children's interests and likes. Staff provide opportunities and activities based on these ideas and interests. This ensures that children are motivated in what they are doing and have many opportunities to pursue creative interests both in and outdoors. However, staff do not always develop children's ideas to provide a range of activities that challenge all children. Pre-school children do not regularly access information, communication and technology equipment to help them to learn about the world around them. This means that some children's learning potential may be limited and not all children will be well prepared for school or their next stage in learning. Children who have been identified as requiring additional or specialist help are well supported because relationships with outside agencies are good. Staff work in partnership with other professionals to ensure that children with special educational needs and/or disabilities, get the help that they need.

Children's learning journey files are completed regularly and they contain photographs, examples of children's work, short observations and identified next steps in learning. However, this information is not always used effectively to ensure that children's next steps of learning are considered when activities are provided. Consequently, teaching and interactions between staff and children are not always focused with clear learning objectives to ensure that all children make progress. Staff are not always able to demonstrate how educational programmes support children's individual learning needs. On occasions, not all children have a clear understanding of what is expected of them and they sometimes lose interest in an activity. This is because it does not challenge them or because they do not understand it. Next steps for individual children that have been identified are not always monitored to ensure that children make progress. Although a variety of exciting activities are provided some are not focused enough on teaching children new skills. Parents and carers are provided with information about what their child has been doing at nursery which includes summative statements and assessments profiles.

The key person system is well developed and good relationships exist between parents, carers and staff. The key person works in partnerships with parents by providing ideas for how parents or carers can continue to support their child at home. Communication between parents and carers and staff, including the manager is good. Parents and carers are invited to attend information evenings when they are provided with updates about their child and given the opportunity to discuss progress. They are also encouraged to take learning journey files home to look at so that they are aware of what activities children have been doing. Staff are beginning to take account of children's starting points at entry by using an 'All About Me' document this enables them to track progress. However information gathered by staff when children start is not always done so

consistently. This means that not all staff caring for children have in depth knowledge about them during settling periods. Information shared between staff when children move rooms supports this transition and children are well prepared because they also have settling visits in preparation.

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

Children approach the staff and other children with confidence which shows that they feel happy, secure and safe. There are good attachments between staff and children who seek comfort when they feel unsure or upset. Staff respond by being encouraging and affectionate with them. All staff speak positively to children and take time to listen to their opinions and interests. These are taken into account when planning activities which ensures that children feel valued which supports their emotional well-being. Children behave well and staff are consistent and fair. When children become boisterous staff quickly distract and direct them towards another activity, they then quickly give them praise when they settle down again. Staff are quick to intervene, if required and encourage children to take turns, share and think about others around them. Children are taken out on trips into the local community regularly. A recent trip involved visiting Birmingham Central Library and the children and staff travelled by bus into the town centre. Staff prepared well for this trip by gaining consent from parents or carers, completing risk assessments and by talking to the children about what would be happening. The trip was a great learning experience for the children who recall the day with enthusiasm.

The key person system ensures that all children's care routines are recorded and that parents and carers are provided with useful information. On most occasions information between staff and parents or carers is shared well because the key person system is effective. A key person is not identified initially when children start at the nursery to enable the child to show a preference for a particular person. However staff have not given full consideration for how this system is effective in ensuring that individual information about children's likes, dislikes and routines is passed onto those supporting children when they begin attending. Children usually attend for settling visits with their parent or carer but this depends on the parent or carers wishes. Parents and carers are given information about the nursery, policies and procedures and are provided with menus. The nursery provides home cooked healthy meals for all children and caters for a variety of different needs. All children show good levels of independence during mealtimes and babies and young children are encouraged to feed themselves where possible. Older children serve their own meals and pour their own drinks. Staff sit alongside children and eat with them during mealtimes chatting about what they have been doing. Children eat well because they enjoy these periods and are learning about the importance of eating healthy foods because meal times are not rushed and they have time to try new foods.

Transitions between rooms are well planned and parents and carers are fully informed about what will happen during this time. The nursery ensures that useful information about children is passed between staff in different rooms. The smaller Little Bears room provides a secure base for babies moving to the toddler room and is used to provide

children with extra support in a smaller group during this time. Older toddlers become very excited about the move to the Big Bears room which is a separate log cabin at the end of the garden. All children are able to access outdoor play on a regular basis and the pre-school room operates a free-flow system when children can move freely between indoors and outdoors for periods during the day. Staff have not given full consideration of how they provide activities or focus teaching in all areas of learning and as a result, some children have fewer learning opportunities. The pre-school children enjoy building obstacle courses which enables them to create physical challenges for themselves and experience taking risks which develops their self-confidence. Babies have their own play area where they can explore safely without older children running around and equipment is provided to specifically meet their needs. This ensures that all children are able to access activities in the fresh air which helps them to enjoy a healthy lifestyle. Systems are in place to ensure that all areas of the nursery are safe and risk assessments and daily checks are carried out. All rooms have first aid boxes and information about any child's health or emergency requirements is recorded in care plans and displayed. Staff have attended the required first aid training and are clear about procedures to be followed in an emergency.

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

The inspection was brought forward due to concerns raised with Ofsted regarding safeguarding practice and safeguarding policy. The inspection has found that the provider, manager and staff demonstrate a sound awareness of safeguarding procedures and policy and all statutory requirements have been met. The nominated officer for safeguarding has attended all required training. Systems for reporting and recording concerns or allegations are in place. All staff are aware of their roles and responsibilities in protecting children including if an allegation is made against a member of staff and children are satisfactorily safe guarded at all times. The nursery is vigilant about security ensuring that mobile phones and similar devices are not used in areas where there are children. Any complaints made or concerns raised by parents or carers are documented and responded to appropriately. Nursery policies, procedures and risk assessments are reviewed annually or sooner if required. Recruitment procedures are in place and are robust. All staff are thoroughly checked before being employed and induction for new staff includes completing specific 'gap tasks' to check knowledge. Staff ratios within the nursery are appropriately maintained to ensure that children's care needs are consistently managed. The manager arranges regular staff meetings in specific rooms or for the whole staff team.

The provider meets regularly with the manager of the nursery. Appropriate performance management systems are in place, which include regular supervision meetings between the manager and individual staff. This includes the manager carrying out observations of staff working with children, identifying training needs and discussion about key children. The nursery has begun to introduce a system for staff to undertake carrying out peer observations to support their practice and identify any underperformance. However, teaching is not yet of a consistently high standard across all areas of the nursery. The provider has not identified weaknesses in planning and assessment systems. This has an

impact upon the ability of staff to match teaching and learning to meet children's needs. Monitoring of children's progress is not effective and as a result, children's next steps which have been identified are not consistently recorded or meaningful. All areas of learning have not been given the same consideration and there are weaknesses in some key areas. All staff are qualified at level 3 or above in childcare and additional training is identified through performance management. Staff are encouraged to extend their knowledge and continue with their professional development. The nursery has been developed to provide children with a safe and stimulating environment that is maintained to a good standard that is inviting and interesting for the children who attend. Staff ensure that all children can initiate their own play and follow their own interests which supports children's active learning and emotional well-being.

Welfare requirements are met and the leadership and management of the nursery demonstrate a capacity to improve by using self-evaluation methods which include seeking the views of children, staff and parents or carers. Staff have a good knowledge and understanding of the importance of developing and working in partnership with parents and carers. They work well with external agencies, such as the local authority early years team, to support children's learning and development further. Parents and carers report that they are happy with the nursery. Comments received during the inspection are positive with a parent commenting 'My child is happy and I don't worry when they are at nursery'. The atmosphere within the nursery is positive and staff and parents or carers have good relationships. Transitions to other providers, such as local schools are well planned and staff take groups of children on settling visits and talk to children about what will happen when they go to school. Staff understand the importance of this and demonstrate their role in ensuring continuity in children's care and development by ensuring communication between providers is good.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	945608
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	56
Name of provider	DRAXCO Ltd
Date of previous inspection	15/04/2013
Telephone number	0121 4264882

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

