

Victoria Nursery

12 Victoria Road, Harborne, BIRMINGHAM, B17 0AH



Inspection date	21 March 2018
Previous inspection date	11 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager is highly organised, ambitious and communicates high expectations to all. She works alongside the staff on a daily basis and has an accurate overview of the quality of the nursery. Staff morale is high and they work well together to build on their strengths and identify areas for improvement.
- Staff know the children well. An effective key-person system is firmly embedded and children feel safe and secure. Staff plan play activities based on the children's interests. They regularly assess their progress and use the information to plan for the next steps in children's learning and development.
- Children behave well. Staff are good role models. They give children clear, consistent guidance and gentle reminders about the expectations for their behaviour. Children learn to share, take turns and have good manners.
- Partnerships with parents, other early years providers and professionals are good. Parents advise they are very happy with the care and education their children receive. They comment that the staff team is kind, caring and approachable. It offers support and is always happy to help.

It is not yet outstanding because:

- Sometimes, staff do not ask the parents of new children who are starting for enough information about what their child can already do, in order to help them more precisely monitor children's progression from the outset.
- Staff do not consistently teach children about the similarities and differences between themselves and others to raise their awareness of diversity.

What the setting needs to do to improve further

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

- seek more-detailed information from parents about what children can already do when they first begin to attend so that their starting points are fully established and progression can be more-effectively monitored from the outset
- provide children with even more opportunities and experiences to increase their awareness of diversity in the wider world.

Inspection activities

- The inspector had a tour of the premises and observed children engaged in a variety of learning experiences indoors and outside.
- The inspector viewed evidence of the suitability of staff working at the setting.
- The inspector talked to the manager about her priorities for improvement.
- The inspector spoke to staff and children at appropriate times during the inspection. She also took account of the views of parents spoken to on the day of the inspection and through written documentation.
- The inspector observed and evaluated a learning activity with the manager.

Inspector

Tina Smith

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of how to keep children safe. They complete daily safety checks and talk to children about risks within the environment. Staff are alert to the signs that may indicate a child is at risk of harm. They are confident in the procedures to follow if they have concerns about a child's welfare. Robust procedures for recruitment and to check the ongoing suitability of staff are implemented well. Regular supervisory meetings for staff enable the manager to identify training and development opportunities and discuss how they can enhance the experiences offered to children. Children's individual progress is assessed to identify any gaps in their learning and development. Any additional support they may need is swiftly provided. This has a positive impact on the outcomes for children.

Quality of teaching, learning and assessment is good

Staff organise a wide range of interesting and exciting play activities that is suited to the age and stage of children's development. They encourage children to explore and develop their own ideas. Children dip shaped ice into paint and carefully make marks on coloured paper. Staff respond well to what children are saying and skilfully extend their play. For example, they suggest that they take the ice outdoors to see what happens next. Children work well together. They think and predict as they construct large towers with wooden blocks. Young children relish in messy play. They investigate textures and make marks with their fingers. Babies delight in splashing water and exploring sand. Pre-school children are focused and show high levels of concentration as they use technology to play matching and sorting games.

Personal development, behaviour and welfare are good

Children are very happy and settled. Good settling-in procedures ensure children are ready for the move between home and the nursery. Babies and young children are offered lots of cuddles and reassurance. They sleep peacefully in comfortable surroundings. Staff regularly check on them to ensure they are safe and well. Children enjoy healthy snacks and well-balanced meals which are prepared by the onsite cook. There is a strong focus on play and learning in the outdoor environment. Children explore the outdoor space with enthusiasm and excitement. They dig in mud and pretend to cook in the outdoor kitchen. Children practise balancing on beams and are proud when they complete an obstacle course.

Outcomes for children are good

All children make good progress and acquire the key skills required in preparation for school. Children display a can-do attitude. They are confident, keen and enthusiastic learners. Early mathematical skills are developing. Children learn about numbers, counting, shape and size in everyday activities. They enjoy making marks, listen attentively to stories and enthusiastically join in with songs and rhymes. Babies and young children are beginning to learn routines and boundaries.

Setting details

Unique reference number	EY365886
Local authority	Birmingham
Inspection number	1104709
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	40
Number of children on roll	65
Name of registered person	DRAXCO Ltd
Registered person unique reference number	RP527503
Date of previous inspection	11 December 2014
Telephone number	0121 4264882

Victoria Nursery registered in 2007. The nursery employs 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications to at least level 2, including one who has qualified teacher status and one at level 6. The nursery opens Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

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

© Crown copyright 2018

