

Inspection of Victoria Park Day Nursery CIC

The Pavillion, Jemmett Road, ASHFORD, Kent TN23 4QD

Inspection date: 13 September 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 a good range of activities and experiences for children, both indoors and outdoors. All children, including those with additional needs or those learning to speak English as an additional language, are supported well. Staff help all children to settle quickly into nursery life. Children benefit from warm, loving interactions from the friendly and caring staff, who are highly attentive to their needs.

Children generally behave well. They play cooperatively with each other and respond well to the routines and boundaries in place. Children thrive on the praise they receive from staff for their efforts and achievements. This helps to build their self-esteem and confidence.

Staff provide lots of opportunities for children to develop their physical skills. They provide daily access to fresh air and exercise. Staff teach children the importance of good hygiene routines, and children already know to wash their hands before snack and mealtimes. Staff focus on providing the children with inviting activities to build their fine motor skills. Children make good progress in their physical development.

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

- Staff demonstrate enthusiasm and enjoyment when working with children. They cooperate well together as a team and clearly understand their roles and responsibilities. Staff work with professionals and follow individual assessment plans to help children achieve the targets set for them. As a result, all children make good progress from their starting points.
- Staff organise small-group activities well. For instance, children enjoy exploring citrus fruits added to water, and staff encourage children to talk about how it smells. However, at times, during whole-group activities, staff do not fully prepare for or consider the distractions in the surrounding environment. Consequently, some children become distracted or unsettled, and their learning is inhibited slightly.
- The manager and staff have a good understanding of each child, their family and their needs. They track their progress and identify children who require additional support. Older children have a varied curriculum, which challenges them to learn and prepares them well for their next stage of learning. However, on some occasions, adult-led activities are not adapted effectively for younger children and are often too complex to meet their developmental stage.
- Children learn about mathematics in a meaningful way. For instance, they thoroughly enjoy counting as they transfer water cup by cup. Children sort shapes and consider size as they create and build with blocks. Staff introduce

positional language as children construct an obstacle course in the garden area.

- Parents are very complimentary about the staff and the service they provide. They find that staff are kind and friendly. Parents feel very involved in their children's learning and are able to share relevant information with staff. They report that they feel well supported and that communication is good. Parents also praise the highly successful transition process for their children starting at the new setting.
- The manager and staff work very well together and undertake regular self-evaluation as a team. This contributes to the well-organised running of the nursery and ongoing improvements as they settle into their new premises. There are good opportunities for staff's professional development. For example, staff access a range of training topics and support from the manager. Additional funding is used well to support children in their learning experiences effectively. For instance, children enjoy table-top games with their friends and learn to share and take turns well.
- Children's communication and language skills are promoted well. Staff talk to children as they play and clearly introduce new vocabulary. Staff support children with a range of visual signs and timelines to communicate their needs effectively. This helps children to understand the changes within the routine and to convey their needs effectively.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of safeguarding practices. The manager keeps their knowledge of safeguarding and child protection up to date through regular training. Staff know who the designated safeguarding officers are within the nursery. They are clear about what they would do in the event of a concern about children in their care. Children learn how to keep themselves safe when they are participating in risky play. For instance, when creating obstacles with the large blocks, they are encouraged to test how steady a structure is before balancing carefully on it.

What does the setting need to do to improve?

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

- improve the organisation of group activities to maximise the learning experiences planned for children
- improve the curriculum for the younger children to ensure that all activities provide relevant challenge and take account of what children need to learn next.

Setting details

Unique reference number	EY439746
Local authority	Kent
Inspection number	10289586
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 3
Total number of places	28
Number of children on roll	47
Name of registered person	Victoria Park Day Nursery CIC
Registered person unique reference number	RP531260
Telephone number	01233 632313
Date of previous inspection	29 November 2017

Information about this early years setting

Victoria Park Day Nursery CIC registered in 2012 and is located in Ashford, Kent. It is open each weekday, from 9am to 3pm, term time only. The nursery receives funding to provide early education for children aged two, three and four years. There are eight members of staff, six of whom hold appropriate early years qualifications from level 3 to level 6.

Information about this inspection

Inspector

Kimberley Luckham

Inspection activities

- This was the first routine inspection the pre-school 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 setting.
- The manager and the inspector had a learning walk together and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation of an activity.
- The inspector talked to staff at appropriate times during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and evidence of 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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