

Inspection of Victoria House Neighbourhood Nursery

Corbett Street, Smethwick, West Midlands B66 3PX

Inspection date:

8 August 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Since the COVID-19 pandemic, most children have adapted well to separating from their parents at the door. They receive a warm welcome from staff who take them to their rooms. However, some children who are new to the setting struggle to settle. Staff recognise that transitions cause children upset but do not do enough to minimise this. At times, children experience several changes within a short period of time, such as staff moving between rooms. As a result, some children frequently become upset and are not well enough supported to feel safe and secure.

Children generally have a positive attitude towards their learning. They are motivated individuals who are keen to initiate and lead their own play. Babies happily shake instruments to make sounds as they sing nursery rhymes outdoors. Two- and three-year-old children explore what happens when they mix different tea bags into water. They observe and talk about how the colour of the water changes. Older children are enthusiastic about using role-play materials to pretend to be hairdressers. However, although children enjoy their play, staff do not ensure that their teaching and interactions with children challenge their learning. This means that children are not supported to make good enough progress in their learning and development.

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

- Since the last inspection, managers have made many improvements to safeguard children. They have used self-evaluation well to address weaknesses identified. Staff have accessed training to improve their knowledge and skills. However, there are still some weaknesses in staff's teaching and practice and therefore the provision requires improvement.
- Managers have devised a well-sequenced curriculum which builds on what children need to learn to prepare them for the next stage in their learning. However, teaching is not sharply focussed enough on children's individual needs. Staff do not always identify what children need to learn next and plan experiences that challenge them to help them achieve this. Consequently, although children gain some knowledge and skills, they do not consistently make the progress they are capable of.
- Parents speak positively about the nursery. They say that they receive feedback about their child's day, including their care routines and what they have enjoyed doing. Parents comment that staff are welcoming and help children to learn about different cultures.
- Children have a named key person. However, due to staff absences and changes in staffing, the role of the key person is not yet established for all children. For some children who are new to the nursery, there are frequent changes of staff, meaning they struggle to build settled relationships. Although staff know

children well, they do not always use this knowledge to provide care and learning that is tailored to meet their individual needs.

- Staff use their knowledge from recent training to support children's understanding of expected behaviours. Children behave well and are keen to please. Older children develop ability to resolve conflict with each other as staff support them to talk about what has upset them. This helps children to manage and regulate their own behaviours.
- Children are provided with healthy and varied snacks and meals throughout their nursery day. However, managers and staff do not take account of children's preferences when planning menus. Staff are aware that some children do not like the meal they provide but do not offer them a sufficient alternative. As a result, some children eat very little food at lunch time, which does not meet their nutritional needs.
- Children are confident individuals who are eager to talk. They use language well to articulate themselves and communicate their wishes. However, staff do not always listen to children or extend their language skills. For example, when they ask children if they can find a baby cow, they do not acknowledge when the child has accomplished this or extend children's knowledge to help them learn vocabulary for a baby cow.
- Managers have implemented systems to provide staff with regular supervision opportunities to discuss any issues. Staff access a varied range of training to build on their knowledge and skills. However, managers do not monitor practice closely enough. There are some weaknesses in teaching and practice that have not yet been identified. As a result, teaching is not yet at a consistently good level to promote the interests of all children.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive training which ensures they have an up-to-date knowledge of safeguarding issues. They are alert to signs that could indicate a child is at risk of harm. This includes signs that could indicate a child is being radicalised or that a girl is at risk of abuse specific to females. Staff understand whistle-blowing procedures. They know how to report concerns about the conduct of other colleagues, including to other agencies. Managers follow thorough procedures when recruiting new staff to assess their suitability to work with children. Staff and managers carry out risk assessment checks of the environment to check that it is safe for children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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improve the key-person system to help children develop a settled relationship and ensure that every child's care and learning is tailored to meet their individual needs	16/09/2022
ensure that staff identify suitable next steps for children's learning and use planning effectively to provide challenging and enjoyable experiences for each child so they make progress in their development	16/09/2022
improve the arrangements for the supervision and monitoring of staff to ensure that all staff understand their roles and responsibilities and receive support, coaching and training opportunities to raise the quality of teaching consistently to at least a good level.	16/09/2022

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

- support staff to develop their understanding of how to meet children's nutritional needs to promote their health and well-being
- build on staff's awareness of how to further extend children's communication and language skills.

Setting details

Unique reference number	EY276595
Local authority	Sandwell
Inspection number	10237578
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	0 to 4
Total number of places	73
Number of children on roll	63
Name of registered person	Rare Wood Limited
Registered person unique reference number	RP910374
Telephone number	0121 555 6361
Date of previous inspection	22 March 2022

Information about this early years setting

Victoria House Neighbourhood Nursery registered in 2004. It is located in the Smethwick area of Sandwell. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6.15pm. There are 20 members of staff employed. Of these, one holds a qualification at level 6, one holds a qualification at level 5 and 13 hold qualifications at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Bennett

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The manager and inspector carried out a joint observation to evaluate the impact of teaching on children's learning.
- Parents and children spoke to the inspector and gave their views of the setting.
- The inspector observed the quality of teaching, indoors and outdoors, to assess the impact of this on children's learning.
- The inspector held a meeting with the manager and deputy manager and looked at relevant documentation and evidence of staff suitability.

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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