

# Inspection of Victoria House Day Nursery and Pre-School

Victoria Road, Marlow SL7 1DL

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Inspection date: 21 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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## **What is it like to attend this early years setting?**

### **The provision is good**

Since the last inspection, leaders and managers have made significant improvements to ensure the safety of children in this setting. They have reviewed and implemented new policies and procedures and provided staff with training to improve safeguarding knowledge. Each child has a key person assigned to them and staff know their needs well. Children show that they feel safe and secure and seek comfort and support from staff when required. When children first start, information is gathered about their interests and experiences and staff use this to plan for children's individual needs.

Staff have high expectations for children's learning and development. They model positive language and good manners. Children behave well. They arrive happy for their day at the setting and are welcomed by the friendly staff. Children know the routine and what is expected of them.

Children with special educational needs and/or disabilities are supported well. Staff work with other agencies to assess, plan and provide activities to meet children's individual needs. The environment is well thought out to ensure it is inclusive and meets the needs of children. Individual support is provided for children and their families. Communication between staff helps them to understand the needs of the child and the required support.

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

- The dedicated leaders and managers have successfully evaluated the setting and the needs of children and staff. They have worked hard to achieve a good standard. Staff have completed safeguarding training and understand their roles and responsibilities to ensure the safety of the children that attend. They understand how to report any concerns and how to escalate these should appropriate action not be taken. Risk assessments have been updated to ensure the safety of the premises. Staff feel valued and supported.
- Managers have reviewed the curriculum and now have a clear idea of what they want children to achieve while at the setting. Staff now have a more secure understanding of how to plan to meet children's needs. Children engage well in activities, and with support from staff, focus for extended periods of time. However, some staff are not as confident in supporting children to work towards their specific learning aims. On occasion this means children do not learn what staff intended them to.
- The manager has recognised that children have access to technology at home. Parents have been provided with information on how to help keep children safe online. However, staff have not yet considered how to support children in their understanding of online safety to help them learn to keep themselves safe.

- Staff provide children with ample opportunities to enhance and build on their physical skills. Babies are supported with the early stages of walking. For example, staff support babies by holding their hands as they manoeuvre around the room. Babies clap excitedly with staff as they cheer and encourage walking. Toddlers show delight as they jump and splash in muddy puddles in the garden. They laugh as they pour the muddy water out of buckets. Older children enthusiastically join in with a game of 'What's the time Mr Wolf'. They run and scream with delight as they try not to get caught by their friends.
- Staff encourage children to be independent. From the youngest age, children are supported to put their coats and shoes on independently. Toddlers show confidence as they clear their plates when they have finished eating. Older children successfully self-serve their lunch and pour drinks. They use mirrors to help them wipe their faces when they have finished eating.
- Children's communication and language needs are met well. Staff role model a broad range of vocabulary. They support younger children with early sentences. When completing activities, staff ask older children open ended questions and give them time to respond. Children with English as an additional language are supported well by staff. They work closely with parents and learn words in the children's home language to help support communication and understanding.
- Staff support children's personal, social and emotional development well. They offer children support when needed. If conflicts arise, staff successfully support children to resolve these. Children learn to share and take turns. Staff have introduced sand timers to support children with waiting their turn.
- Parents describe staff as nurturing and caring. Regular feedback provides parents with information about their child's day and the progress they make. Staff support parents if needed, for example, when children are potty training, and techniques for managing behaviour at home.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

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

- strengthen staff's understanding of the learning they want children to gain from activities, to help them focus more precisely on helping children achieve these aims
- develop opportunities to support children's understanding of online safety.

## Setting details

<b>Unique reference number</b>	2696262
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10309528
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	43
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Little Garden Day Nurseries Limited
<b>Registered person unique reference number</b>	RP519313
<b>Telephone number</b>	01908 211699
<b>Date of previous inspection</b>	29 August 2023

## Information about this early years setting

Victoria House Day Nursery and Pre-School registered in August 2022 and is located in Marlow. The setting opens throughout most of the year from 7.30am until 6.30pm. The setting receives funding for children aged two, three and four years. The setting employs 14 staff, nine of these hold relevant early years qualifications at level 3 or above.

## Information about this inspection

### Inspector

Nicky Butler

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the nursery and has taken that into account in their evaluation of the nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.

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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