

# Victory House Children's Centre

R C C G, Victory House, 5 Congreve Street, London SE17 1TJ



<b>Inspection date</b>	5 February 2019
Previous inspection date	15 March 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
Effectiveness of 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 and staff have worked hard to successfully address the actions raised at the last inspection. For example, a rigorous observation and assessment system ensures that children's next steps are swiftly identified. Well-targeted interventions ensure that all children make good progress.
- Self-evaluation is effective. The views of parents, children, staff and outside agencies are used to help the manager identify ways of continuing to improve the quality of teaching and learning. As a result, teaching at the setting is now good and continues to improve.
- A robust system of supervision and performance management ensures that staff training needs are swiftly identified and addressed. This promotes good outcomes for children.
- The relationship with parents is good. Staff work closely with parents and keep them updated about their children's progress through daily feedback and termly parents' evenings. Parents express confidence in the care their children receive.
- Behaviour is good. Children show good listening skills as they help to tidy the classroom and share the resources. This helps to prepare them for school.
- Although tracking data is used effectively to meet the needs of individual children, tracking of groups of children is not used as effectively as possible to enable gaps between the groups to be identified and targeted.
- At times, children in the toddler room can become disengaged, for example during transitions. As a result, behaviour can begin to fall below the standard expected at the setting.

## What the setting needs to do to improve further

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

- strengthen tracking between different groups of children to help close any gaps in achievement even more promptly.
- review the way routine transitions and whole-group activities are organised in the toddler room to help maximise children's participation and foster the highest level of engagement.

### Inspection activities

- The inspector spoke to children and staff at convenient times during the inspection.
- The inspector spoke to parents on the day of the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector observed the quality of teaching and the impact this had for children's learning and overall progress.
- The inspector looked at children's records, tracking data and the setting's policies and procedures, including those related to the suitability of staff.

**Inspector**  
Katie Smith

## Inspection findings

### Effectiveness of leadership and management is good

The manager is deeply committed to her role and plans ambitious improvements as she continues to raise practice across the nursery. Effective supervision and performance management is in place. The manager monitors the quality of teaching to help ensure that children benefit from good-quality learning experiences. Staff training is sharply focused to ensure that areas of weak practice are effectively targeted and staff are supported to develop their knowledge and skills. As a result, practice across the setting continues to improve. Staff and parents express confidence in the manager's leadership. The setting works closely with outside agencies to ensure all children and their families are appropriately supported. Safeguarding is effective. Staff have a clear understanding of how to identify and report safeguarding concerns. This helps to keep children safe.

### Quality of teaching, learning and assessment is good

Staff draw on children's interests effectively to plan engaging activities. Babies develop their physical skills as they swirl and pinch oats in a sensory tub. Staff describe the textures, which builds communication skills. Pre-school children develop their mathematical skills as they count to 10 on their fingers and sing counting songs. They build on their knowledge of how to stay healthy as they chop fruit and vegetables and observe how their breathing changes after exercise. Staff extend learning by introducing new vocabulary, such as 'heart rate'. A robust observation and assessment system supports children to make good progress. Next steps are planned with parents and reviewed regularly. Effective use of tracking data ensures that individual children falling behind are swiftly identified and measures are put in place to ensure that they progress.

### Personal development, behaviour and welfare are good

Children are happy, confident and settled at the setting. Information gathered from parents is used effectively to help settle new children, who rapidly form strong bonds with staff and show readiness to learn. Staff offer cuddles and reassurance to children if they become upset, and this helps them to feel secure. Furthermore, staff offer meaningful praise to all children, which builds their self-esteem. Overall behaviour is good. Children focus and concentrate during activities and treat each other with respect. Staff are good role models. They listen carefully to the children and respond to what they have to say. Staff provide children with a varied range of healthy meals, which helps them learn about healthy eating. Staff prioritise the needs of the children and support them to keep themselves safe, for example by encouraging them to help mop up spilt water so that they don't slip.

### Outcomes for children are good

Children make good progress relative to their starting points. They enjoy their time at the setting as they make friends and play together. Staff encourage children's independence. For example, older children hang up their jumpers and wash their hands before snack, which promotes good hygiene. Younger children learn to tidy up together and help to lay the table for lunch. All children acquire the skills they need for the next stage in their learning, including the move to school.

## Setting details

<b>Unique reference number</b>	EY358902
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10084818
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	69
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Victory in Communities Resource Centre (Vicr) Limited
<b>Registered person unique reference number</b>	RP527160
<b>Date of previous inspection</b>	15 March 2018
<b>Telephone number</b>	07950505241 0207 2527522Head office

Victory House Children's Centre registered in 2007. The nursery is open each weekday from 8am to 6pm, during term time. A holiday club runs during the school holidays. The after-school club is open each weekday from 3pm to 6pm. The nursery employs 14 members of childcare staff, of whom nine hold appropriate early years qualifications, at level 2 and 3. The director of the company has early years professional status. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

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