

Victoria Place Day Nursery and After School Club

Unique reference number (URN): 2767410

Address: St. Marys Church Hall, Church Street, Twickenham, TW1 3NJ

Type: Childcare on non-domestic premises

Registered with Ofsted: 15/12/2023

Registers: EYR, CCR, VCR

Registered person: Victoria Place Education Ltd

Inspection report: 31 March 2026

Exceptional	
Strong standard	● ● ● ●
Expected standard	● ●
Needs attention	
Urgent improvement	

✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Children make remarkable progress from their starting points. They gain the intended skills and detailed knowledge at each stage of their learning. While there are some variations in the quality of interactions, children make rapid and secure progress.

Babies are immersed in a rich and highly engaging environment. It encourages creativity and strengthens communication and language. Babies enjoy sensory experiences and hands-on opportunities. They build core strength and motor skills by learning to stand at the sensory discovery tray. They fill their plant pots with soil and learn key words such as 'scoop', 'full' and 'empty' with enthusiasm. Babies learn key skills that help them manage other tasks. For example, babies sit and feed themselves without assistance. Older children refine these skills by improving their coordination and control. They cut and prepare fruit for snack time and use cutlery to eat their lunch.

Children use vocabulary to express ideas. They also use it to interact with peers and engage in imaginative play. Leaders have high expectations for every child. This drives achievement. Children with special educational needs and/or disabilities consistently make secure and measurable progress. They enjoy interventions that are highly effective and have a demonstrable impact on their overall development. Gaps in their learning reduce. Notably, children receive help from occupational therapists, and they improve their physical skills quickly.

Children's welfare and wellbeing

Strong standard ●

Well-established care systems are embedded thoroughly at this highly inclusive setting. Staff and leaders demonstrate impressive knowledge of the children and families that they serve. This enables them to respond with precision, empathy and professionalism. As a result, children experience a safe and nurturing environment where their individual needs are not only met but anticipated. Children who have special educational needs and/or disabilities are supported to thrive. Sleeping and feeding routines are tailored to each child. This helps to mirror the home environment, which supports children to settle in successfully.

Mealtimes are purposeful and extremely inclusive. Children develop a growing understanding of how to meet their own physical needs and maintain good health. Children learn how to eat a range of healthy foods safely. They understand why healthy eating is important, as it 'gives us vitamins'. Leaders and staff constantly support children to recognise and manage risks. They encourage children to sit safely during mealtimes and use their cutlery carefully. Children are provided with opportunities to express and manage their emotions. Cosy corners and sensory areas support children to explore their emotions. Children are familiar with characters that help them to understand their emotions, as part of a wider programme that supports their emotional wellbeing.

Leaders adopt a robust approach to managing dietary requirements and allergies. This promotes children's welfare and instils a strong sense of trust and confidence in families regarding the standard of care provided.

Inclusion

Strong standard ●

Leaders cultivate a deeply embedded culture of inclusion. All children, including those with special educational needs and/or disabilities (SEND) and disadvantaged children, receive highly tailored support that meets their individual needs. Staff work in close partnership with parents to develop a thorough understanding of each child. For example, they carry out home visits to get to know each child and family before they start at the nursery. Leaders use this insight to plan carefully considered learning experiences that enable children to participate fully and make meaningful progress. Parents comment that the home visits are 'valuable', 'helpful' and 'informative'.

Leaders and practitioners work collaboratively with external professionals. They ensure that assessments, interventions and strategies are coherent, consistently applied and securely embedded in practice. Leaders and staff monitor all interventions termly. They review and assess the impact they have on children's learning and development. They invite wider professionals and parents to contribute to the evaluation process. As a result, the achievement of children with SEND is commendable.

Leaders provide a comprehensive suite of training and professional development for staff that supports them to carry out their roles effectively. The quality of training offered to staff around providing appropriate and timely support is of a high and consistent standard. This leads to staff feeling confident and well equipped to make necessary adaptations to the environment and to their teaching.

Leadership and governance

Strong standard ●

Leadership is highly effective. Leaders make decisions based on a clear view of their setting's strengths and priorities. They respond to the unique needs of children and families.

The joint management team provides clear guidance and commits to continuous improvement. Managers track and strengthen systems and processes with great attention to detail. They ensure daily practice prioritises children's welfare, learning and development. For example, leaders identify that building children's core strength is a top priority. They adapt the environment by removing chairs during focused activities. This helps children engage their core with greater effect. Leaders recognise there are gaps in the quality of interactions and in how staff reinforce positive behaviours. Nevertheless, leaders take decisive action to implement the necessary improvements required. They identify areas for development through their ongoing cycle of monitoring and evaluation.

Leaders set high expectations for staff. They foster a culture of accountability and promote their ambitions of excellence. They focus on making every decision to achieve the best outcomes for all children. Leaders are visible and regularly model practice in the rooms to the staff. Staff explain how leaders support them with their wellbeing. They value regular feedback and receive high-quality training. This helps them stay motivated to enhance their practice. Leaders use their observations to inform strategic thinking and planning. This

effective leadership style promotes lasting improvement. It creates a supportive, organised environment where children can achieve, belong and thrive.

Expected standard

Behaviour, attitudes and establishing routines

Expected standard 

Children generally follow familiar routines with confidence. They transition with ease between activities. For example, children line up to wash their hands before they eat lunch. Practitioners foster nurturing relationships with children, characterised by genuine warmth and attentiveness. Staff understand children's stages of development well. They consider the needs of each child with great attention. Staff are effective role models and communicate with children in a caring manner. As a result, children feel safe, valued and confident in themselves and their environment.

Children learn to take turns, cooperate and interact with their friends. For example, at snack time, children show patience as they wait to choose their fruit. Leaders and staff track each child's attendance pattern. They make sure children and families get support, so they do not miss learning experiences. They follow up on absences with parents and have a procedure in place that is working well.

Staff help children recognise and manage their feelings and behaviours. They do this by using 'Twiddle the Turtle' and other familiar characters. This is part of an engaging intervention programme that children thoroughly enjoy. Staff do not always reinforce the positive behaviours they expect, leading to inconsistencies. For example, children do not always receive consistent reminders to use good manners during key routines. Staff remind children to use their 'walking feet' in the nursery. However, staff do not always explain why rules like these exist. As a result, children do not always understand why rules are important.

Curriculum and teaching

Expected standard 

Leaders have created a clear and ambitious curriculum. It demonstrates what they want children to learn and achieve. Leaders assess the quality of the curriculum. They measure the impact that it has on children's learning and development. Leaders check its effectiveness and make decisions that bring about necessary improvements. Children access a broad range of experiences across all areas of learning. Staff generally have a sound understanding of the curriculum. They can explain the activities they provide. They also share the intended learning outcomes they aim for. For example, in the baby room, staff use circle time to develop listening and attention skills. Signing gestures, sharing stories and singing together help promote communication and language skills.

Developing children's physical skills receives priority. Children delight in balancing on beams and find different ways to go down the slide. This active exploration boosts children's personal and emotional development. Older children use pipettes with increasing precision. They enjoy dropping coloured water onto paper caterpillars. Children watch closely as the paper absorbs the water, helping the caterpillar grow. Staff adapt their approach to support

all children. Children with special educational needs and/or disabilities benefit from personalised support. However, leaders recognise that high-quality interactions are variable across the provision. Sometimes, staff ask children too many closed questions and do not give them enough time to think.

Staff weave mathematical concepts seamlessly through the curriculum. Babies count how many steps it is to the garden and listen and interact with songs. Older children engage in explicit teaching activities involving counting. They enjoy matching the number of spots on the ladybird. This helps to build their mastery of one-to-one correspondence.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

What it's like to be a child at this setting

Children thrive in this unique and inclusive nursery. Babies form strong bonds with their key persons, who help them learn to be independent. Staff guide babies to wash their hands before eating. This helps them build healthy habits. Babies choose a plate with delight. They also show confidence when recognising their bibs and cups. Staff encourage babies with praise, promoting their emotional wellbeing.

Older children show increasing independence as they take charge of their routines. They clear their plates and cutlery after meals, conversing with a sense of joy. Children enjoy social interaction, which boosts their speaking and listening skills. Those with special educational needs and/or disabilities thrive with skilled, caring staff. Staff follow targeted plans in detail, which helps children make significant progress. Staff encourage children to take part in all nursery activities. This supports their sense of belonging and achievement.

Leaders and staff encourage children to explore and play. They create an enabling environment with a clear curriculum. This curriculum builds on what children already know and can do. Children have fun discovering frogs in the sensory tough tray. This tactile experience sparks their imagination and curiosity. They celebrate by counting the frogs and learn new words such as 'tadpole', 'froglet' and 'frogspawn'. This playful exploration enhances their language and mathematical skills. Children have autonomy to lead their own learning, and staff listen to their ideas. This boosts children's confidence. Consequently, they flourish in this enriching environment.

Next steps

- Leaders and staff should reinforce positive behaviours more consistently so children are able to regulate their behaviour with increasing independence and gain a deeper understanding of why rules are important.
- Leaders and staff should strengthen the overall quality of interactions to ensure that they are of a consistently high standard across the entire provision.

About this inspection

The inspector spoke with leaders, practitioners, children and parents during the inspection.

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.

Inspector:
Annette Elstob

About this setting

Unique reference number (URN): 2767410

Address:
St. Marys Church Hall
Church Street
Twickenham
TW1 3NJ

Type: Childcare on non-domestic premises

Registration date: 15/12/2023

Registered person: Victoria Place Education Ltd

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 07:30 - 18:00

Local authority: Richmond Upon Thames

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 31 March 2026

Children numbers

Age range of children at the time of inspection

1 to 4

Total number of places

48

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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