



Riverside Community Nursery

Inspection report for early years provision

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| Unique Reference Number | EY278939 |
| Inspection date | 27 February 2007 |
| Inspector | Jennifer Liverpool |
| Setting Address | 1a Riverside Close, London, E5 9SP |
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| Registered person | Riverside Community Nursery Ltd |
| Type of inspection | Integrated |
| Type of care | Full day care |

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Riverside Community Nursery is owned by a private limited company. It opened in 2004 and operates from three rooms in a purpose built building. It is situated in the Upper Clapton area within the London borough of Hackney. A maximum of 42 children may attend the nursery at any one time. The nursery is opened each weekday from 08.00 to 19.30 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 27 children from aged three months to under five years on roll. Of these, 13 children receive funding for early education. The nursery supports children with learning difficulties and disabilities. Children come from local and wide catchment areas.

The nursery employs 11 members of staff. Of these, 10 hold appropriate early years qualifications. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are generally protected from illnesses and infection because staff follow guidelines and procedures for dealing with sick children, nappy changing and making milk feeds. Hygiene is maintained to an acceptable standard. For example, children are encouraged to wash their hands before meals and at routine times; staff handling food wear protective clothing, and babies' bottles and utensils are sterilized after use. However, children can gain access to used tissues and paper towels in open top bins. There are appropriate systems in place for recording medication and accidents and fully stocked first aid boxes are available in all rooms. Although a number of staff have acquired knowledge for first aid at work, not enough of them are qualified to administer first aid to babies and young children.

Staff discuss different type of foods and explain why food is good for children to eat. This helps to develop their understanding of healthy eating. Children benefit from eating nutritious and varied meals that take into account their individual dietary requirements. There are some opportunities for children to develop wider tastes as they are offered cultural foods such as cornmeal porridge and bun and cheese. Babies eat and sleep according to their own individual needs. Staff monitor food and fluid intake and nappy changes to ensure babies remain healthy. Children enjoy daily physical exercise that contributes to their health. An adequate range of outdoor play equipment give children opportunity to develop their physical skills, although the climbing frame and slide is not challenging enough for more able children.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm and welcoming environment where their drawings and paintings are displayed throughout the premises. Security procedures are in place to restrict unauthorised access onto the premises by use of an intercom system and all visitors are monitored. Children have ample space to move around freely; toilets are within close proximity to rooms and a milk kitchen is located off the baby room. There are regular risk assessments to help staff identify potential hazards. On the whole the premises are generally safe, apart from children's easy access to loose bricks in the garden. Children are learning to take responsibilities for keeping themselves safe as they are encouraged to help with tidying up. All staff understand fire evacuation procedures and during the inspection children demonstrate how to evacuate the premises quickly and safely when alerted to the sound of the fire alarm.

Children access a generally good range of play equipment and resources, all of which are presented in low storage open shelves and cabinets. In spite of this, the organisation of books in the pre-school room needs to be reviewed. Babies' furniture and equipment conform to safety standards and is appropriate for their comfort and safety. Children are provided with a good range of toys. With the exception of some books, most resources are in fairly good condition. Children's welfare is protected because staff are secure in their knowledge of child protection issues and know the procedures to follow if they have concerns about a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery. Staff work directly with parents to help babies settle into the nursery, whilst younger children settle quickly into the routine and make their own choice about their play. Children benefit from having good relationships with their key worker, which increases their sense of trust and promotes their well-being. Children's growth, understanding and development is observed and monitored on a regular basis and staff use the Birth to three matters framework effectively to plan activities for younger children. As a result of these practices, children are making good progress in all areas of their development.

Young children's language and communication is promoted through a range of purposeful activities such as using flash cards for labelling, helping children to listen and identify different animal sounds, singing songs and story telling sessions. They have access to a range of props and pretend play, which helps to develop their imagination. Children experience a range of media and materials encouraging them to explore their senses. For example, they have daily access to play dough, sand and water play and sensory bottles filled with grains; pasta and glitter. Young children benefit from going out on regular trips to the library and to feed the ducks in the park.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making sound progress along the stepping stones towards the early learning goals in the areas of communication, language and literacy, mathematical, knowledge and understanding of the world and physical development. They are making even better progress in the areas of their personal, social and emotional and creative development. This is because greater emphasis is placed on ensuring that opportunities are provided to enable children to develop their confidence, make positive relationships and begin to develop their imagination and creative skills.

Staff are secure in their knowledge of the Foundation Stage and they know how children learn. A suitable range of teaching methods is used. For example, children are grouped according to their abilities and activities are adapted to meet the needs of children who are more or less able. Staff observe and monitor children on a regular basis and identify their next stage of development. Although staff are aware of children's capabilities, opportunities to challenge children's physical skills such as climbing are not always considered. Planning show clear learning intentions and how children's individual needs are to be met. This ensures that all children of various abilities receive appropriate support.

Children enjoy coming to the nursery and they show interests in the activities set out for them each day. They are developing firm friendships with their peers and they generally play well together. Children are encouraged to share and take turns. This encourages them to show respect for each other. Children's personal independence is well promoted as they help to tidy up; put their coats on and clean the table before meals. Children are keen to share their own experiences about what they did at weekends with staff and each other. They speak with confidence and generally listen well to instructions given and conversation. More able children are beginning to link sounds and alphabet letters and can name different types of objects

beginning with letters 'A' to 'D'. Children enjoy listening to stories and they are encouraged to participate through questioning. They show little interest in selecting books independently, as the book area is not inviting and the present storage facility does not allow for books to be well displayed. All children receive appropriate support to develop their early writing skills.

Children have opportunities to practise counting skills in planned activities and in routine situations. For example, children count the number of steps when going down the stairs and they use numbers in their talk and play. They know simple shapes and can name them. Children are learning to use language to describe and compare sizes. Children see mathematical patterns in their collage and when threading wool through cotton reels. There are some opportunities for children to use simple addition and subtraction through number rhymes such as 'five little speckle frogs'. Children are becoming aware of the features of their community as they go on trips to the library, nature walk and shops for buying seeds and plants. They are also provided with opportunities to experience using different forms of transport such as buses and trains.

Children are able to look closely at living things such as the worms they collect in the garden. Children also have daily opportunities to look after their pet gold fish. They show an awareness of change when describing the weather. Children can design and construct using recycled products and blocks. Although the use of the computer is rarely seen in planning, children are given sufficient opportunities to use the computer, mainly to recognise alphabet letters and to be used as part of their imaginative play. Children explore their senses through feeling the texture of play dough and sand; listen to the sounds of different musical instruments and taste fresh fruit salads. Children are developing a range of painting techniques and they enjoy role-play and use their imagination well when playing with puppets.

Helping children make a positive contribution

The provision is good.

Children are valued as individuals in an inclusive environment. Children learn about other cultures through activities, books, dolls and from parents sharing their knowledge about the celebration of St Patrick's Day. Older children are provided with opportunities to learn Spanish and many of them with support are beginning to name colours and count to number five. Children are becoming aware of their community needs through simple discussion and the support given to taking part in a toddler walk alongside their parents and staff. Children's behaviour is generally good and they play well together. Younger children are learning social skills such as sharing and taking turns. Overall children's spiritual, moral and cultural development is fostered.

Children with disabilities and learning difficulties receive good support. Some staff are skilled in using different means of communication such as makaton and picture exchange communication. This is particularly beneficial for children who have communication difficulties. Flexible arrangements and programmes are provided in collaboration with external support agencies and close liaison with parents.

Partnership with parents is good. There is an effective daily communication between staff and parents at the beginning and end of the day. Children's progress and achievements are discussed and shared with parents through observation scrap books and written reports each term. Parents

comment favourably on the caring attitudes of staff and the information they receive about their children's progress. The weekly activity plans are on display to help parents know what their children are learning each day. Parents are encouraged to take an active part in the nursery through sharing their own cultural experiences with the children and contributing to fundraising events.

Organisation

The organisation is satisfactory.

Children receive positive interaction and support because the deployment of staff is organised to ensure that the required staffing ratios are met throughout the day. Children's health and safety is generally promoted through clear procedures and acceptable practices. There are satisfactory vetting procedures in place to ensure that adults are suitable to work on the premises where children are being looked after. Senior management is aware of their responsibilities to comply with regulations and has procedures in place for investigating and responding to complaints and the retention of records for the welfare and safe management of records. Although all mandatory records are in place, the attendance record is not always well maintained as seen on the day of the inspection. Children benefit from staff's knowledge and understanding of the Birth to three matters framework and the Foundation Stage. As a result of this, the setting meets the needs of the range of children for whom it provides.

The leadership and management is satisfactory. Senior management and staff work well together as a team and have clear defined roles and responsibilities ensuring that the nursery runs smoothly. The manager provides good levels of support to staff through holding regular meetings, giving guidance where necessary and making sure that the most relevant information is available to staff. Senior management recognise the strengths of the group and have identified some areas for development. However, the planning and provision for outdoor play; the use of computers and organisation of books have been slightly overlooked. On the whole, senior management is beginning to make plans and is committed to improving the quality of nursery education for children.

Improvements since the last inspection

At the last Children Act inspection the nursery was asked to develop staff knowledge and understanding of equal opportunities and ensure children have appropriate resources that promote diversity; and plan a range of activities appropriate for the development of children aged under one year.

Children are beginning to learn about their own cultures and beliefs and those of other people through planned activities, celebrations, and the increased provision of resources that reflect positive images of diversity. Babies and young children are provided with daily opportunities to explore textured materials and interesting objects. Staff use daily routines such as simple stories and singing songs to encourage babies to respond vocally and provide resources that encourages young children to engage in pretend play.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- further enhance the procedures for health by making sure that there is enough staff qualified in first aid for babies and young children and make soiled materials inaccessible to children
- ensure bricks are inaccessible to children and make sure that resources (books) are maintained in good condition
- maintain the daily attendance register with all required details.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop planning to show the use of the outdoor play area and computers to further children's learning experiences
- review the organisation and storage of books to enable children to gain increasing independence in self selection and maximise their choice
- provide regular opportunities to further challenge more able children physical development particularly with regards to climbing skills.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk