

# Riverside Day Nursery

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY283239
<b>Inspection date</b>	08 February 2008
<b>Inspector</b>	Ann Winifred Harrison
<b>Setting Address</b>	C/o David Lloyd Leisure Club, Riverside Way, Pride Parkway, Pride Park, Derby, Derbyshire, DE24 8HX
<b>Telephone number</b>	01332 372127
<b>E-mail</b>	
<b>Registered person</b>	Asquith Court Nurseries Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Crèche

## 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](http://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 Day Nursery and Crèche is part of Asquith Nurseries Limited. It opened in 1999 and operates from purpose use facilities within the David Lloyd Leisure Club in the city of Derby. A maximum of 74 children may attend at any one time within the nursery which is open each weekday from 07.30 to 18.00 for 51 weeks of the year. A maximum of seven children may attend the crèche at any one time. The crèche is open from 10.00 to 16.00 on Saturday and 10.00 to 14.00 on Sunday. All children share access to a secure enclosed outdoor play area.

There are currently 105 children from seven months to under five years on roll in the nursery. Of these 16 children receive funding for nursery education. The nursery currently supports a number of children with learning difficulties and/or disabilities. Children attend a variety of sessions. The crèche provides care for children whose parents are attending leisure activities within the facility.

The nursery and crèche employs 29 staff of whom 19, including the manager hold appropriate early years qualifications. Four staff are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children are learning to understand simple good health and hygiene practices because staff monitor hand washing procedures at lunch time and they explain the reasons why children need to wash their hands. This means children's health is promoted. Staff remind children to use tissues from the dispensers in each room and they know how to dispose of them to stop germs spreading. This helps to reduce infection. Some suitable hygiene procedures are followed in the setting to promote children's welfare for example, effective nappy changing routines are practised and babies and toddlers have individual clean bed linen to help to reduce the risk of cross-infection. However, in some areas resources and rooms are not always kept clean and this means that children's health is not fully protected. Effective policies are in place for sick and infectious children which help prevent the spread of infection. Suitable accident recording procedures are in place and parents are informed of any injuries to ensure children's welfare is maintained.

Children are well nourished. They are provided with a good variety of healthy meals some of which are prepared on site, others are purchased from a company who promote healthy eating for children. They enjoy meals such as vegetable curry and rice, and cod and salmon pie. Deserts include yoghurt and fresh fruit. Snacks consist of vegetable sticks and fresh fruit. All meals comply with any special dietary requirements to ensure children remain healthy. Children are given regular drinks through the day and older children help themselves to drinking water from the drinks table. This means children can access drinks whenever they are thirsty. Children enjoy tasting various foods from other cultures when celebrating festivals such as Chinese New year and Diwali.

Children are able to rest and be active according to their needs. They experience a good range of play activities to enhance their physical development. All children go outside regularly. They are learning that they need protection from the cold as they put on their coats and hats. When it is raining older children go on the balcony area under the canopy so they can still have some fresh air. Older children move confidently and are developing good coordination skills. They ride bikes, throw and catch balls and play with hockey sticks. They enjoy sliding down the fireman's pole on the climbing frame. Younger children practise their climbing skills on the staircase in each room and on climbing equipment. This promotes the development of children's large physical skills.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in an environment where risks are limited through satisfactory safety and security procedures. Staff monitor access to the nursery at all times through the use of CCTV cameras and an intercom and any visitors are asked for identification. Risk assessments are completed which identify hazards and the actions taken to minimise risks. However, these are not all specific to the setting and staff are not fully aware of the documents. Staff are also not fully aware of the procedure to follow in the event of a child being lost on outings. This means children are potentially at risk. Daily checks on the premises, equipment and resources are made to ensure children are kept safe. There is a system in place for registering staff and children's arrival and departure and to ensure only named individuals collect the children. There are appropriately stocked first aid kits in each area and some staff have first aid training which

means that any injuries are dealt with appropriately. Accident records are frequently monitored to ensure that no one area is a risk to children.

Children learn how to keep themselves safe, for example, they know that they must not run in the nursery and they must hold on to the rails when they go down the stairs. Through discussion with staff they learn that they must take care on the climbing equipment. Staff do risk assessments on any outings and they talk to the children about road safety. Children know they must stay close to adults when they are on outings. They know how to respond to the emergency evacuation procedures, as these are practised regularly. Children have access to a good range of safe toys and equipment which helps to keep them safe.

Children are generally well-protected by staff who have an understanding of child protection issues. They know the likely signs of abuse and are aware of the need to share what they know or have seen with senior members of staff. A written child protection policy reinforces the correct procedures to follow. However, not all staff are aware of the Local Safeguarding Children Board and the procedure to be followed in the event of an allegation made against staff, this means children are not fully protected.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are at ease and enjoy their time in the setting's comfortable environment. They have positive relationships with staff and receive comfort and attention when they need support. They play happily together and with adults, using resources such as puzzles, construction and role play equipment. Children benefit from a colourful environment in which they are happy, content and well cared for. Staff provide suitable resources to enhance children's learning. There are many opportunities for them to choose their own resources and initiate their own play. Toddlers can choose from baskets with natural materials and wooden toys and they can play in the wooden boat in the adventure area. This enhances their personal choice and independence.

Babies and young children benefit from routines which are similar with their experiences at home. They receive lots of cuddles and enjoy the positive interaction with staff which increases their sense of trust and well-being. Babies explore the textures of a variety of materials provided by staff such as paint, water and treasure baskets. They enjoy the colours and sounds of musical toys and mobiles which they explore with interest. Staff plan a range of interesting experiences and activities to help children learn through their play. Toddlers enjoy exploring textures in sand, water and 'gloop'. Musical activities include singing and action rhymes which contribute to children's developing communication skills. They enjoy looking at books and listening to stories. Staff ensure that babies and toddlers have regular play experiences outdoors. They play on the climbing frames and ride on the wheeled toys.

Staff are using the 'Birth to three matters' framework to provide activities for young children's development. They have an understanding of the range of experiences which enable young children to develop and learn. They take their lead from what the children enjoy and maintain their interest by adding resources to their play. For example, they add materials to the craft activities such as feathers and glitter and add jugs to the water play for children to practise their pouring skills. Key workers complete observations and assessments of their children to find out what they know and these are used to inform planning for children's next steps in learning. All children have a developmental file called 'My Incredible Learning Journey'. This ensures that children's progress is recorded.

## Nursery Education

The quality of teaching and learning is satisfactory. Children are making progress towards the early learning goals. Staff have some knowledge and understanding of how children learn and are beginning to use the stepping stones to clearly identify children's achievements. Weekly plans are linked to the stepping stones and staff provide a range of activities and experiences to engage children. Staff develop the activities according to the children's interests to develop their individual learning. However, plans do not always show how all children will be challenged and this means that some activities do not offer challenge to more able children. This potentially minimises the children's development and progress. Staff undertake detailed observations and assessments to find out what children know and these are used to plan for individual children's next steps in learning. Staff engage in children's play and there is some good use of questioning to extend their learning. However, not all staff are skilled in questioning and this means that there are missed opportunities to develop children's learning. Behaviour is well managed and this results in a calm and caring environment for children. Staff provide a range of resources to help children learn through their play. They are generally well deployed throughout the day, however, sessions are sometimes disrupted due to staff taking children to swimming lessons and this restricts children's play and learning.

Children are involved and enthusiastic and they enjoy taking part in the available activities. They demonstrate good concentration as they explore the play dough and the water play. However, their learning is not always extended through questioning by staff. They form good relationships with staff and their peers which helps promote their sense of well-being. Children's self-help skills are good as they help themselves to their lunch drinks and put on their own coats and shoes to take part in outdoor play. Children's verbal communication skills are generally good, they are confident to speak out at lunch time to tell others what they have been doing at home. There are opportunities for children to learn that print carries meaning, through seeing words in the environment to help them begin to recognise familiar words. They have opportunities to practise their early writing skills as they help themselves to writing materials in the mark-making area and in the role play area. They also have access to writing materials in the outdoor area. Some children are beginning to write their own name. They are introduced to simple phonics and are beginning to recognise the sounds of the first letters of their names.

Children are beginning to count and use numbers. They count reliably to 10 and above as they count the children going out for outdoor play. Their learning is consolidated by being able to see numbers in their everyday play. For example, telephone numbers in the hairdressers. They have opportunities to develop simple calculation skills through number rhymes such as 'Five Green Speckled Frogs'. They are beginning to recognise numbers as they match number cards to the number line. However, some children find the activity too easy. They complete it quickly and therefore their learning is not fully extended.

Children are learning about the environment. They are provided with a variety of activities which enable them to explore their surroundings, for example, they go on walks to the park and the nearby railway station. They are learning about other cultures as they make Chinese lanterns and practise Chinese writing. They explore the natural world through observing the changes of seasons, for example, collecting leaves in autumn and growing sunflowers in the summer. They explore their senses as they play with sand, water and play dough. They build complex models with a variety of construction toys. Their imagination is well developed as they play in the home corner and the hairdressers. Staff change the role play area frequently to develop children's imagination, for example, making it a shop or post office. Children learn and join in with songs and nursery rhymes and they have regular opportunities to play with musical

instruments and explore musical sounds and rhythm. Children's fine manipulative skills are developed as they use scissors to cut and practise their threading skills.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children and babies enter the setting confidently. Children have their photograph and name on their own peg and this fosters a sense of belonging. They enjoy positive relationships with the staff and with each other. They benefit from being cared for as individuals, with their different needs acknowledged and valued. Babies and toddlers receive individual attention and are given lots of cuddles. Children's confidence and self-esteem are developed by staff with good use of praise and encouragement. They see their creative work displayed around the room which tells them their work is valued. They are involved in making choices about their play, as they choose from activities and resources that are easily accessible to children. Older children help themselves to their food at lunch time and clear away their own plate, this fosters their independence skills.

Children generally behave well in response to clear boundaries set by staff. They are learning to share and take turns with equipment, for example they share the dressing up clothes and take turns on the bikes. Children are encouraged to be kind to each other and they have good manners. Children's spiritual, moral, social and cultural development is fostered. They are beginning to learn about the wider world through planned activities and celebrations such as Chinese New Year and Diwali. However, there are limited resources that positively represent individuals from the wider community and these are not used consistently to help children develop a positive attitude to others.

All children benefit from the positive relationships staff have developed with parents. Children settle well because the staff work closely with parents to ensure their child's needs are met. Parents receive written information on how the setting operates and can talk to staff at anytime. Parents can access their children's development assessment records at any time, which means they are fully informed of their child's progress. They are informed of administration of medication and any accidents and how they were dealt with. The setting welcomes and supports children with learning difficulties and/or disabilities. Staff ensure that they work with parents and other professionals to meet each child's needs. The partnership with parents of children and carers is satisfactory. They receive suitable information on the educational programme provided for their children and they are kept informed of activities and events through regular discussion and newsletters. The consistency is further advanced by staff recording activities and learning intentions each week on the notice board to ensure parents are informed about what their children have been doing whilst attending. Parents are invited to access their children's developmental records whenever they wish and are invited to discuss their child's progress at consultation meetings twice each year.

### **Organisation**

The organisation is satisfactory.

Effective recruitment procedures ensure that children are cared for by staff who are suitable and appropriately vetted. There is a good level of qualified staff working with the children and a satisfactory adult to child ratio. However, the ratios are not always maintained in the mornings and this means children's welfare is potentially compromised. A key worker system is used to enhance continuity of care for children, although staff deployment is not always consistent in

the baby room which means that the system is not fully effective. Staff demonstrate an understanding of the needs of all children to promote their well-being. They sit and play with the children, give comfort when needed and one to one support. All required records and documentation are in place, available for inspection and shared with parents. Most policies and procedures work in practice to keep children healthy and safeguard their welfare. Children are familiar with the routine and are comfortable and at ease in the setting.

The leadership and management of early education is satisfactory. Staff have a satisfactory knowledge of the Curriculum guidance for the foundation stage which ensures the educational programme is generally delivered appropriately. Staff work well together as a team and there is a supportive management structure in place. Staff are supported with regular staff meetings and appraisals. The staff are encouraged to attend relevant training courses to update their knowledge and understanding of childcare issues. Job descriptions and staff rotas give staff a clear understanding of their roles and responsibilities and how they are to be deployed throughout the day. However, staff deployment is not well managed during swimming sessions. The manager takes an active part in the setting and is trying to develop good practice. However, there is not an effective system in place to monitor and evaluate the educational provision to ensure children are making progress. This means that children's learning is potentially restricted.

Overall, children's needs are met.

### **Improvements since the last inspection**

At the last inspection the nursery were asked to ensure the written statement about special needs is consistent with current legislation. To address this the setting have reviewed the statement for children with learning difficulties and/or disabilities and it is consistent with current legislation. This ensures that children individual needs are met.

#### **Nursery education**

The setting were asked to: improve planning to clearly show the intention of children's learning, so that staff are able to interpret individual needs and enable them to assist learning to each child's potential; improve the range of materials for children to choose and to provide more opportunities for them to use their imagination and extend their own creative and design ideas.

To address this, the nursery have reviewed their system of planning to include the learning intentions for children which are linked to the stepping stones. Staff make observations of the children and use these to help to plan for individual children's next steps in learning. Children are able to make choices from a range of materials which are provided and are easily accessible. This means they can self-select their resources and initiate their own play. They can access a wide variety of resources to extend their imagination, for example, role play equipment and construction toys. They are able to extend their creative and design ideas as creative activities are available at all times. For example, they are able to access free painting and drawing and can build with construction toys.

### **Complaints since the last inspection**

Since the last inspection 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.

## 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 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):

- improve hygiene routines to ensure that all areas and resources are clean
- develop further the staff's understanding of the Local Safeguarding Children Board and the procedure to be followed in the event of an allegation being made against a member of staff or volunteer
- improve staff's knowledge and understanding of the risk assessments and the lost child policy
- increase the resources that reflect positive images of diversity and use them consistently
- improve the arrangements for staffing in the baby room to minimise the number of carers for individual children and maintain the correct staffing ratios at all times.

#### 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 further staff's skills in questioning so that children's knowledge and understanding is extended
- develop further the organisation of activities and resources to ensure that all children are challenged
- develop a system of monitoring and evaluating the education provision to ensure that all children make progress.

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](http://www.ofsted.gov.uk)