

The Riverside Nursery School

Inspection report for early years provision

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Inspector

Amanda Shedden

Setting address

Winchester City FC, Hillier Way, Abbotts Barton,
Winchester, Hampshire, SO23 7SU

Telephone number

01962 890 892

Email

bev.feeney@ntlworld.com

Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

The Riverside Nursery School has been registered since 2004. It is situated in the grounds of Winchester City Football Club and serves children from the local and surrounding areas. The nursery is privately owned and provides full day care for children aged from two years to under five years, during term time from Monday to Friday. Children may attend from 08:30 to 16:00, or for sessions which run from 08:30-12:30 and 13:00-16:00.

The nursery currently has 42 children on roll 32 and are in receipt of government funding. There are nine permanent members of staff employed to work with the children, six of whom hold relevant childcare qualifications. The nursery is a member of the Pre-School Learning Alliance and has achieved accreditation through their scheme.

Overall effectiveness of the early years provision

Children's individual interests and enthusiasms are known by staff through liaison with parents and by observing and talking to the children. This enables staff to promote children's welfare and learning by supporting children in their interests, and provide a stimulating and fun learning environment that supports all children to learn effectively. Staff have a clear idea of where individual children are in their progress, however, the systems to record children's achievements do not always reflect at what stage of development the child has presently attained. Staff meet regularly to discuss and evaluate the provision in order to plan for future development of the nursery.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop activities for children to be able to gain an understanding of other cultures
- ensure that the children's records include their progress to date

The leadership and management of the early years provision

Robust procedures are in place to ensure that all staff are suitable to work with children. There are a comprehensive range of policies and procedures that the staff follow and these are used to support new staff during their induction period. Annual appraisals are used to identify any training needs and all staff are encouraged to undertake training regularly to improve their knowledge and skills. All of the staff work together as an effective team to support the children's needs. The management team work continually to monitor the provision, they liaise with the local authority, meet regularly with the staff which enables them to evaluate the setting's strengths and weaknesses and act upon them. For instance, they

have recently improved information collected from parents to ensure they had a better overview of the child enabling them to support the child more effectively. The nursery has strong relationships with parents and carers. Parents are given comprehensive information about the setting before their child starts and are kept up to date through daily discussions and regular newsletters. They are welcome to help in the nursery and they are fully aware of the records kept on their child which they can access and contribute to. Parents are invited in three times a year to meet their child's key person and look at the records. Strategies are being put into place to liaise with any other providers who care for the children attending the nursery.

The quality and standards of the early years provision

All children in the Early Years Foundation Stage are progressing well and have access to a positive continuous learning environment. Children enjoy a secure environment where they can play happily and safely both indoors and outside. The resources are interesting and stimulating, they encourage children to explore and become independent in their choices. Children are confident in what they are doing and in asking for support where they need it. They are highly motivated and enjoy choosing activities and soon become absorbed in their task. For instance, when playing out in the rain the children used the water overflowing from the drainpipes. They collected it in large buckets, created a waterway using guttering and a cone and tyre to elevate it and used small jugs to pour the water down it to make their boats float downwards. Staff interact well with the children, they are skilled at listening to children and providing resources to interest the children.

Staff are aware of children's individual needs and interests through observations and discussion. Staff note children's requests, for instance, wanting to make cakes and they ensure that they are incorporated into future planning. There is a good balance of adult and child led activities; each day there are two activities planned by the staff using previous observations or requests from the children which all children are encouraged to participate in if they wish. During all of the activities, child or adult led, staff use their skills and knowledge of the individual to interact with the children to ensure they are progressing or consolidating their learning in most areas.

Staff plan and evaluate the activities across the six areas of learning and take photographs of the children's participation in them to put into the individual children's record books. However, children are not having many experiences to enable them to gain an understanding of other cultures.

Children enjoy playing outside in all weathers, they are able to have many resources outside, today for instance play dough and foam as well as bikes and scooters. They are able to help themselves to the resources from the low level sheds. Staff encourage children to learn through their play for instance encouraging children to count, talk about and recognise shape or identify colours whilst undertaking a range of non related activities.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

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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