

# Riverview Children's Centre

Inspection report for early years provision

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**Unique reference number** EY390562  
**Inspection date** 18/08/2009  
**Inspector** Carol Newman

**Setting address** Riverview Road, West Ewell, Surrey, KT19 0JP

**Telephone number** 0208 337 7310  
**Email** head@riverview.surrey.sch.uk  
**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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Riverview Children's Centre was registered in 2009 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The centre is located in the grounds of Riverview Primary School. It is registered to provide full and part time day care for children in the early years age group and after school and holiday care for school age children. In addition, a number of services run from the centre to support local children and families.

Riverview Day Nursery operates from one large room in the Children's Centre. There is a separate area for children under two years within this provision. There are 44 children in the early years age group on roll. The Day Nursery has access to a fully enclosed outdoor area. It operates for 50 weeks of the year and is open from 08.00 to 17.45, five days a week. The nursery manager and staff all hold appropriate early years qualifications.

The out of school club and holiday playscheme operate from a separate area of the Children's Centre. This service is open each weekday from 15:00 to 17:45 and during school holidays from 08.00 to 17.45, five days a week.

Although both provisions are part of the Children's Centre, they are separately managed and staffed.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is good. Children arrive at the nursery keen to play and learn and staff are kind and caring. Staff are fully inclusive in their practice and they recognise the uniqueness of every child. The setting is beginning to use self-evaluation very effectively to continually develop the worthwhile and challenging experiences that children currently enjoy.

## **What steps need to be taken to improve provision further?**

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

- continue to use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child.

## **The leadership and management of the early years provision**

The manager works hard to build a strong staff team and an effective provision. She has developed a full set of policies and procedures to guide staff in their daily practice. All record keeping is in place and very well maintained.

Staff are well qualified and keen to attend further training to develop additional skills. The manager is currently increasing the staff team to meet the needs of the

provision and good recruitment procedures are in place to ensure staff are suitable.

Staff regularly review how children use resources and they work tirelessly to continually enhance the children's learning experiences. For example, the quiet area has been re-arranged to encourage the children to visit it. The manager and staff team constantly evaluate the provision to identify strengths and areas for development. This is a new provision and the manager has a comprehensive action plan in place for the development of the setting.

Effective links with parents, the school and other external agencies ensure children's individual needs are met and all children are included. The setting closely liaises with the school to make sure activities are complementary and the nursery makes good use of the Children's Centre resources for the children's benefit. Parents are kept informed of their children's progress. However, partnership with parents is an area that the manager has identified for further development. Parents are encouraged to contribute suggestions via the suggestion box.

Staff are made aware, at induction, of the procedures to follow if they have concerns about a child in their care and additional training has been arranged to consolidate this knowledge. This means staff can act in the best interests of the children. Good records, procedures and risk assessments support children's safety throughout their happy, busy time in the nursery.

## **The quality and standards of the early years provision**

This inspection took place in the day nursery as the out of school provision was not in operation on the day of the visit.

Staff plan and provide a very good range of interesting activities based on the children's interests. For example, children have a wonderful time using large cardboard boxes, in the outdoor area, in different ways. Some children use them for active, imaginative play and others develop craft activities with them. Children are free to choose resources and they move confidently from activity to activity. Staff are very skilled at encouraging the children's autonomy as they know when it is appropriate to intervene and when to leave children to work through their play for themselves. This encourages children to take pleasure and pride in their achievements. Staff ask open ended questions that encourage children to think and they make good use of spontaneous learning opportunities. For example, children learn about safety when discussing the gardener's visit.

The room is very well set up to incorporate all six areas of learning and children understand the routines of the setting. For example, they independently choose which timer to use to tell their peers how long they can take when working with the computer. Children become engaged in activities, such as imaginative play with the boat/undersea world resources, threading, drawing and cutting, singing and stories.

Staff encourage children to solve problems for themselves. For example, children

find letters on their name cards so that they can write their names on their drawings and they independently work out how to hold the scissors to cut the cardboard boxes. Babies are well supported in their designated area of the provision and when they join with the older children for group activities. Imaginative wall displays provide good examples of children's work and support a welcoming environment.

Staff make regular, informative observations of children's activities and these are used to develop planned activities. Staff know the children very well and, as a result, all children make good progress. However, observations and assessments are not being effectively used to identify learning priorities and plan relevant and motivating learning experiences for each child, and staff do not always plan together.

Staff work very closely with parents, the school and the local authority to meet children's individual needs. For example, they take advice and develop effective systems to encourage good behaviour. Children are very happy, busy and productive in the setting and this impacts on the high standards of behaviour observed at the visit. Children's differences are acknowledged and respected. Staff encourage children to be good learners recognising their own needs and those of others and this is a real strength of the provision.

Regular risk assessments contribute to children's safety in the setting and on outings. Security is good and children learn how to keep themselves safe through regular emergency evacuation practices and reminders to make 'Good Choices'. Staff have a good understanding of the procedures to follow should they have concerns about a child in their care. This means they can act in the children's best interests.

Children benefit from a high quality, balanced, healthy diet provided by outside caterers and children's dietary needs are very well met. Children confidently help themselves to drinks from the water cooler. They learn a range of healthy practices such as covering their mouths when sneezing or coughing, wearing sun hats and taking outdoor shoes off when indoors. Children are encouraged to take advantage of the fresh air and physical exercise throughout the day. All records that support children's health and well-being are very well maintained.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met