

# Riverside Nursery @ Gainsborough Childrens Centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY395028
<b>Inspection date</b>	15/01/2010
<b>Inspector</b>	Melanie Arnold
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<b>Type of setting</b>	Childcare on non-domestic premises

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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Riverside Nursery was registered in 2009. It is privately owned and operates a self-contained unit within Gainsborough Children's Centre. The setting offers full day care to children and it serves the local community. There is a secure, enclosed outside play area for children to use. The setting opens weekdays from 8.00am to 6.00pm, all year round.

The setting is registered to provide care for a maximum of 33 children at any one time and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 52 children on roll, all of whom are in the early years age range. Of these, 28 children receive funding for early education. The setting supports children with special educational needs and/or disabilities and children with English as an additional language. The setting employs eight staff, of whom seven hold appropriate early years qualifications. One member of staff is working towards a qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are well met by the caring staff team who provide good levels of support to ensure each child is fully included and valued. The settings mainly effective systems enable each child to make good progress in their learning and development. Children are thoroughly safeguarded and their welfare is promoted through the vigilant staff team who implement the generally effective practices and procedures. Highly effective partnership working with parents and carers promotes continuity of care for all children. The setting also work well with other providers to promote an integrated approach to their care and learning. The planning for improvement, including the process of self-evaluation, is effective and promotes continuous improvement.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- provide evidence that all supervisors and managers hold a full and relevant level 3 qualification and half of all other staff hold a full and relevant level 2 qualification (Suitable people) 30/04/2010

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

- develop further the use of observations and assessments to more accurately monitor children's progress towards the early learning goals and use these to more clearly identify and plan for individual children's next steps for learning

- provide more frequent opportunities for babies to play outside in the fresh air.

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

Children are cared for in a safe, secure setting, where steps are taken to minimise identified risks. Space and resources are organised effectively to create a warm and welcoming setting where children freely access their play resources. The setting implements clear recruitment, vetting and induction procedures to help safeguard children. They have a committed and diverse staff team who continually update their knowledge and skills through ongoing internal and external training. However, the setting have yet to fully establish that they have completed the qualification and skills audit in line with current guidance, to ensure the qualifications all staff hold are still full and relevant. Clear policies and procedures, including safeguarding, risk assessment and health and safety, are fully understood and effectively used to protect children's health and safety. Other records and documents are completed well, stored securely and used to promote positive outcomes for children. Staff work effectively as a team and they all strive to make improvements to the quality of the provision. The system of self-evaluation is effective as it employs a whole setting approach to ensure all areas of the provision are monitored. This leads to the clear identification of targets requiring further development.

Clear information is gathered and exchanged with parents and carers to ensure children's individual needs are met. All children are valued and respected in line with their unique backgrounds and beliefs, which enables them to make progress from their individual starting points. The key person system enables all children to feel welcome and to develop confidence in their surroundings. Children and families with English as an additional language, are well supported and included. The setting works extremely well with parents and carers, developing strong links to ensure full information is continually exchanged for the full benefit of children's care and learning. Parents are kept very well informed about daily activities, how their children have been and their progress, through a wide array of written and verbal information. Parents are confident and approach staff with any parenting issues, which enables everyone to work together and to develop a consistent approach. For example, if parents are concerned about their children's eating habits they are invited into the setting to see how meal and snack times are organised. If issues are raised relating to car seat safety and behaviour management, staff organise and deliver workshops on these issues to help increase parents awareness of the differing strategies they may like to try within the home. The setting also works in partnership with other providers, professionals and services, promoting an integrated approach to children's care and learning.

## **The quality and standards of the early years provision and outcomes for children**

Children are making good progress in their learning and development. They enjoy participating in a wide range of interesting, hands on learning experiences which are planned around their interests. Observations and assessment systems are in place and shared with parents and carers. However, they are currently not always used to accurately monitor children's progress towards the early learning goals, or to fully identify and plan for children's next steps for learning. Babies are well supported, which helps them to feel secure as they explore their environment. Staff engage in play with them as they take part in lots of different play experiences. For example, babies enjoy opportunities to play in the sand, to play with water, play dough and rice. Babies enjoy painting activities, where staff allow them the freedom to develop their creativity, as they enjoy painting their own hands and rubbing it between their fingers. They enjoy singing activities and they have great fun playing in a den which has been created following a child's interest. This shows how staff are supporting and extending children's learning from their individual interests. Older children enjoy taking part in a balanced range of adult-led and child-initiated play experiences delivered through indoor and outdoor play. Their skills for the future are developing well as they are provided with regular opportunities to count, mark make, recognise colours, numbers, letter sounds and their name in print. For example, during outside play, children begin counting from one to 10 as they play jumping races. During welcome time, each child is also encouraged to recognise their name in print, with some children skilfully identifying and matching initial letter sounds of different names. Children also independently use the computer and a wide range of other electronic toys and resources, to support their learning and develop their skills.

Children have lots of fun as they freely access a good range of developmentally appropriate toys and resources. Their health and safety is maintained through staff implementing good health and hygiene routines. A clear exclusion policy also helps to minimise the risk of cross-infection and therefore promotes everyone's good health. Children learn to maintain their own health and safety through staff re-enforcing good hygiene routines and safety practices with the children. For example, children develop good hand washing practices through staff discussing the reasons why it is important to wash their hands and because they learn a fun hand washing song. Staff also discuss important safety information with the children when situations occur. For example, when children are playing with tinsel and they put it around their neck like a scarf, the member of staff immediately asks children to stop what they are doing and she explains and ensures they understand why they are not to do this. Children are encouraged to adopt healthy lifestyles through regular outdoor play and the provision of healthy meals and snacks. They are encouraged to be as independent as possible as they pour their own drink, choose their own fruit at snack time and serve their own meals. Older children also freely access outside play so they get plenty of fresh air and exercise. However, babies do not get as many opportunities to play outside, to fully ensure their well-being is as effectively promoted as the older children. Staff act as positive role models which encourages children's good behaviour and helps them to learn to respect and value everyone as an individual. Their awareness of

differences and diversity is promoted through their play, discussions, planned activities and the diverse staff team. This helps children to develop the skills needed to be good learners, to meet their own needs and the needs of others.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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