

# Riverbank Day Nursery

Inspection report for early years provision

---

**Unique reference number** EY403838  
**Inspection date** 06/05/2010  
**Inspector** Alison Edwards

**Setting address** The Grove Cp School, Asfordby Road, MELTON MOWBRAY,  
Leicestershire, LE13 0HN  
**Telephone number** 01664 857 027  
**Email** childcaremelton@yahoo.co.uk  
**Type of setting** Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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

Riverbank Day Nursery was registered in 2009 and is run by a limited company. It operates from a self-contained single storey building in the grounds of The Grove Primary School in Melton Mowbray in Leicestershire and serves the local community. Children are based in two playrooms. Facilities also include a reception foyer, office, kitchen, staff facilities and children's cloakrooms. There is an enclosed outdoor area for outside play. The nursery opens each weekday from 7.00am to 6.00pm for 51 weeks of the year. Children attend a variety of sessions. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 38 children under the age of eight years, all of whom may be in the early years age range. The nursery receives funding to provide nursery education to three- and four-year-old children. It is also registered on the voluntary part of the Childcare Register to care for older children. There are currently 32 children on roll. All are in the early years age range, including 15 who receive nursery education funding. During holiday periods, the nursery has arrangements to provide care for school-aged children subject to demand. Including the manager, there are currently five regular staff working with children. All are qualified to Level 3, and one holds Early Years Professional status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery promotes children's care and development well because management and staff work as a team together to ensure there is a shared understanding of how to implement the Early Years Foundation Stage effectively. Staff work in partnership with parents and other relevant professionals to ensure that they know children well as individuals, so helping them feel confident and valued. Consequently, children establish good relationships with others and make good progress in their learning in relation to their starting points. Since the nursery's initial registration, it has established systematic arrangements to evaluate many aspects of its current strengths, and to identify some aspects for further development. Staff are encouraged to build on their individual interests through participation in ongoing training. Consequently, the nursery demonstrates a strong commitment to continued improvement.

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

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

- develop more effective ways of using activities, resources and first hand experiences reflecting diversity in order to more effectively challenge children's thinking and help them embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities from an early age
- develop the use of staff appraisals to more systematically identify continuing

professional development priorities.

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

Robust arrangements are in place to safeguard children from harm. The nursery has established systematic recruitment and clearance procedures to ensure the suitability of adults involved in the management and running of the nursery. Staff undertake an initial induction and receive copies of current policies and procedures, so helping to ensure that they have a good overview of their roles and responsibilities. Consequently, they know what child abuse and neglect are, and are clear on what to do in the event of any concerns about a child, or any allegation against a staff member. Children are cared for in secure and well-maintained premises which help to promote their continued development and learning. For example, they participate in activities such as growing plants in their garden, helping to promote their health and their awareness of the natural world. Systematic records of risk assessments are generally effective in documenting the good practical safety and supervision arrangements underpinning the safe management of children's care. Methodical and readily accessible records identify children's specific contact, medical and dietary requirements. All staff hold current food hygiene and paediatric first aid qualifications. These factors effectively enable staff to take account of children's individual needs, and to act in their best interests in the event of any accident or illness.

There is a strong leadership team which encourages collaborative working and a common sense of purpose within the nursery. For example, staff are encouraged to actively share their ideas and issues at regular staff meetings, and each take specific responsibility for the implementation of a particular area of learning. The nursery has established systematic arrangements for self-evaluation, realistically identifying many existing strengths and some priorities for continued improvement. The well-qualified staff group already uses a range of available local training to develop their individual interests. Arrangements are being developed to establish a programme of systematic appraisals. However, these have not yet been fully implemented in order to identify how to best prioritise ongoing professional development to most effectively improve the existing quality of provision for children.

Parents are consistently positive about the nursery's welcoming and professional approach. They are well-informed about arrangements for children's care through the provision of a useful prospectus outlining the nursery's services. This supplements initial visits and informal discussion with nursery staff. Attractive displays help to create a welcoming environment, and help parents and other authorised adults identify staff with specific responsibilities for their children's care. Staff already seek and record information from parents about children's initial interests and abilities, so helping them to gain a good overview of children's starting points. Parents can easily access well-presented and informative developmental records to complement informal discussion with staff about children's experiences and changing abilities. The nursery already provides regular summaries outlining children's progress, and is in the process of establishing more

systematic opportunities for parents and staff to review these together. The nursery is establishing good practical arrangements to work with other relevant early years providers, for example, the schools to which children progress. This helps to promote continuity and transition for children. There are effective arrangements to work with other professionals and agencies to support the assessment and inclusion of children with special educational needs and/or disabilities. The nursery already has a good range of resources reflecting aspects of diversity. However, staff are not yet fully confident in ways of using these to best effect to challenge children's thinking and extend their recognition and respect for individual and cultural differences from an early age.

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

Arrangements to promote children's health and safety are good. Staff encourage children to develop good hygiene practices, such as using liquid soap and paper towels to minimise risks of cross-infection when washing their hands. Children are able to choose from a variety of healthy options, such as a selection of fresh fruits, at snack time. The nursery continuously reviews its menus for main meals to ensure that these are balanced and nutritious. Staff take account of children's individual needs and preferences for sleeping and rest, and have systems in place to share information on children's daily routines with parents. Children enjoy a range of energetic activities, inside and out, helping them develop their large movement skills and benefit from regular exercise. For example, they enjoy steering wheeled toys around a track way in the outdoor play area. They show growing dexterity as they make purposeful marks in their independent painting and drawing. Staff give high priority to ensuring children's security within the nursery. Consistent staffing helps to ensure that children develop a sense of belonging, enabling them to show confidence in their play and relationships. Staff help children learn how to act safely through use of simple explanation, and through use of stories and play activities helping them understand aspects of issues such as road safety.

Staff work well with parents to get to know children as individuals, and to help them settle confidently within the nursery. Consequently, children readily begin to form good relationships with staff and peers. For example, pre-school children confidently introduce staff and other children by name, and begin to play cooperatively in activities such as simple turn-taking games with staff support. Children show growing understanding of what behaviour is expected of them in different situations, such as sitting sociably with each other at meal times. They already show growing independence in some aspects of their daily routines, for example as staff encourage pre-school children to successfully manage their own outdoor clothing. Staff and managers continue to review ways to further encourage children's safe independence, for example, through the planned provision of lower furnishings within the baby room to enable babies and younger toddlers to more easily access table top activities.

Staff have a good overview of what children need to learn, and understand the value of first hand experiences and practical play in promoting children's

development. Systems are in place to use parents' knowledge of children's initial interests and abilities, as well as staff observations, to identify children's starting points on entry to the nursery. Staff make continuing use of observations to assess children's progress and to identify and plan for the next steps in individual children's learning. Consequently, children enjoy a broad and balanced range of play opportunities enabling them to make good progress in relation to their starting points, and to establish a good basis for their future skills. For example, pre-school children develop their problem-solving skills when playing simple games such as noughts and crosses with staff, or when sorting out plastic animals by size and colour. They readily choose favourite stories from the book corner, and begin to talk about characters and events in their own words. They show growing purpose when independently creating lines, zig-zags and circles, as well as drawings, in their self-chosen mark-making. Babies and younger toddlers enjoy experiencing different textures, lights and sounds in a sensory area. They show interest and excitement in the world around them as they eagerly gesture and vocalise when on local outings. Children use a selection of cause and effect toys, as well as items such as toy mobile phones and simple computer games, to help them gain familiarity with everyday technology. They spontaneously experiment with large cardboard tubes, peering through them, and using them to make sounds. They use their imaginations when acting out simple experiences in the role play area. They use a selection of different materials in art and craft activities, for example as they choose from a range of different colours and types of paper and fabrics to make collages. Staff plan daily use of the outdoor play area to help support children's progress in all areas of development. For example, children learn about aspects of the natural world as they help to plant and care for strawberries and vegetables in the garden area. They use their dexterity and problem-solving skills as they post and retrieve items through a selection of tubes and pipes. They enjoy mark marking on large blackboards, and confidently develop their balance and coordination as they use equipment such as steps, slides and see-saws.

## 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	2

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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

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



## **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