

# Riverside Community Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY278939
<b>Inspection date</b>	12/07/2010
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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 Community Nursery was registered in 2004. It operates from three rooms in a purpose built building in the Upper Clapton area within the London borough of Hackney. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 8.am to 7.30pm for 51 weeks of the year and closed on bank holidays.

A maximum of 42 children may attend the nursery at any one time; there are currently 46 children on roll. The nursery supports children with special educational needs and/or disabilities. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 15 members of staff. Of these, ten hold a National Vocational Qualification (NVQ) at level 3 and two hold an NVQ at level 2. The manager holds a NVQ at level 4 and a foundation degree in childcare.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management and staff team successfully promotes most aspects of the Early Years Foundation Stage framework requirements within a suitable and inclusive environment and many aspects of diversity are reflected well. They know the children well, as a result they are happy, secure and settled. They develop positive relationships with parents, which contribute well to children's welfare and learning needs being met. The management team has effective systems of self-evaluation and are able to ensure the provision develops continuously.

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

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

- improve the record of risk assessment so that it identifies aspects of the environment that need to be checked on a regular bases and includes information on who conducted it, date of review and any action taken following a review or incident. (Suitable premises, environment and equipment) 02/08/2010

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

- establish systems to involve parents as part of the ongoing observation and assessment process to ensure they are fully involved with their child's learning.

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

The manager has a secure understanding of child protection procedures and knows where to make referrals. She has ensured all staff working on the premises are vetted and suitable to be around the children. Designated staff are responsible for child protection, children with special educational needs and/or disabilities and health and safety. Although the registered provider has generic risk assessments in place, they are not sufficiently detailed to ensure children's safety while playing. This does not ensure any potential hazards are promptly identified and minimised within all areas of the nursery and garden and is a breach of requirement of the Early Years Foundation Stage. A range of policies, including equal of opportunity, are in place and shared with parents to ensure they are aware of the nursery's professional responsibility. The manager also obtains relevant consents and information from parents when children start. These are used to support children's care and to ensure a secure partnership with parents. The information includes permission to take photos and go on outings plus consent for emergency medical treatment.

Children are offered a wide selection, most of which are good quality resources within each play area. To meet the needs of the children, they regularly change the resources and children can access them freely. The outdoor play area is organised so children have a broad range of opportunities to develop physically.

Inclusion is effectively reflected at the nursery. Staff have good knowledge and information about the children's backgrounds, needs and languages. Partnerships with other professionals are strong and relationships with the speech therapists are highly valued. Children with special educational needs and/or disabilities are fully supported with appropriate activities and experiences to enhance their next stage of development.

The management team have various systems in place to self-evaluate; staff, children's and parent's views are considered and they have identified some areas for development. For example, they are keen to renovate the outside play area with a broad range of activities to ensure children's physical development is further extended. This feeds into the continuous improvement for the nursery.

Partnership with parents is strong. The manager and the early years staff communicate with parents at the beginning and end of each session, informing them about their child's day. However, they have not established systems to involve parents as part of the ongoing observation and assessment process to ensure they are fully involved with their child's learning. Parent's evenings are held and they support the nursery when attending trips within the community. In addition, they dress in traditional costumes to teach the children about their culture. The nursery has close links with other early years providers and schools and holds inset days to ensure staff are consistently trained with new information.

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

The early years staff have a strong understanding of the learning and development requirements. They observe the children's individual learning and record their development in their profile folders. Observations are recorded for all areas of learning and next steps are identified in the majority of observations. Staff utilise the information they have obtained from concise progression observations to challenge and extend children's learning as they play.

All children's literacy skills are developing well. Toddlers, interact enthusiastically, predicting events with the stories. Pre-school children talk animatedly about a range of subjects, such as, why sweet corn is healthy and their favourite fantasy characters. In addition, they are developing their phonic language, writing letters of their name and simple words, this will help them during the transition stage to school. All children have good opportunities to develop physically. Infants move their bodies to the rhythm of familiar songs. Toddlers ride tricycles, build structures with large foam blocks and play with balls. Pre-school children, balance on planes of wood, and step within tyres. In addition, all children play on the recreational equipment at the local park. Children develop problem solving, numeracy and reasoning skills well. Infants begin to balance bricks when making towers. They sort objects into pots and become aware of number language. Toddlers become aware that numbers are sequential as they listen to number rhymes and count. They align puzzles and build with 2-dimensional shapes. Pre-school children know their numbers beyond 10, and they can count in Spanish. In addition, they learn to build detailed structures with construction kits. Children have good opportunities to develop creatively. Infants manipulate jelly and they explore treasure baskets. Toddlers learn about colours as they paint pictures and numbers. They have created a number of displays, such as familiar insects from a local nature trip, and drawings of animals. In addition, they enjoy interacting to a song about travelling to Uganda. Pre-school children have used their fine motor skills to create displays of 'the princess and the frog' with tissue paper. They stick a variety of resources and safely use scissors. All children enjoy the weekly music and movement sessions, moving to the rhythm of music with energy. Children develop an understanding of a diverse society as they read a variety of cultural books and eat foods from around the world. All children are encouraged to access all toys and resources regardless of their gender. This ensures children are learning about a diverse society.

Overall, there are effective measures within the setting to ensure that all children play safely. However, at times staff do not remind children to play safely, for example in the infant room, children are not reminded to tidy toys and they subsequently walk over them or such on the end of felt pen tips. Children enjoy playing together and have a mutual respect for each other. Children are learning to adapt to a healthy lifestyle; they independently wash their hands. Infants are supported well. The children enjoy healthy nutritious meals and snacks, vegetarian meals are also provided. All children and infants regularly receive water and milk throughout the day. Those with allergies receive appropriate alternatives.

## 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

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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