

# Riverside Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY283239
<b>Inspection date</b>	29/07/2010
<b>Inspector</b>	Jean Otter
<b>Setting address</b>	C/o David Lloyd Leisure Club, Riverside Way, Pride Parkway, Pride Park, Derby, Derbyshire, DE24 8HX
<b>Telephone number</b>	01332 372127
<b>Email</b>	
<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.

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## Description of the setting

Riverside Day Nursery is part of Asquith Nurseries Limited and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It opened in 1999 and operates from within the David Lloyd Leisure Club in the city of Derby. A maximum of 81 children may attend the nursery at any one time. It is open each weekday from 7.30am to 6.00pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

Children attend from a wide catchment area. Childcare places are, for example, available to children whose parents work in the vicinity of the nursery and creche facilities are available to children whose parents are members of the leisure club. There are currently 105 children in the early years age range on roll. The nursery currently supports several children with special educational needs and/or disabilities. Children attend for a variety of sessions.

The nursery employs 28 staff of whom 27 hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides effectively for children in the Early Years Foundation Stage. The newly re-furnished environment is welcoming and inclusive ensuring that all children benefit from the wealth of activities on offer. The safeguarding procedures and planning for individual children's learning journeys ensure that all children are safe, enjoy their time at the setting and generally make good progress. The management team are very aware of the strengths and areas for improvement within the setting and most staff have embraced the Early Years Foundation Stage well, however, good communication and interaction with the children is not consistent in all areas.

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

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

- develop further staff's spontaneous communication and interaction with the children to ask open ended questions, demonstrate how things work and generally challenge the children's thinking and organisational skills
- develop further opportunities for children to consolidate and expand their learning off site.

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

The organisation have clear policies and procedures that are used throughout their chain of nursery settings. Staff have a very clear understanding of all safeguarding children procedures and how to implement the policies appropriately in order to protect children from harm and neglect.

The manager and deputy were both appointed to their respective posts approximately six months ago and the nursery has undergone and continues to undergo significant changes and improvements since that time. The management team demonstrate good organisational and managerial skills, using self-evaluation systems exceptionally well to monitor and evaluate the provision accurately. They are well focused upon continual improvement, re-motivating and re-training staff and ensuring they are fully supported along the way. Further training events are planned for the Autumn. Staff generally support children's learning well and are using the principles of the Early Years Foundation Stage framework. Parents and carers of the children are valued and supported as partners in their children's learning. They are given appropriate information about the policies and procedures, and through their child's learning journey files know how learning and developmental opportunities are created and implemented within the setting. Parents know how to complain and are given the opportunity to express their views about the service they receive. Appropriate links are formed with other professionals and the nursery is pro-active in offering transition information to other providers to ensure the child's needs are consistently supported. The manager takes positive action to ensure that improvements are made where necessary. For example, significant improvements have been made to the health and hygiene practices. Additionally, the nursery has undergone a very recent total refurbishment which has been managed very well. The recommendations from the last inspection have been implemented within the setting, showing a good capacity for improvement.

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

Children are provided with resources which enable them to investigate, explore and use their creativity and imagination. Themes and topics are used to extend their knowledge and understanding of the wider world, however, outings are few in number which minimises the opportunities for children to consolidate and expand their learning within real situations. Numbers, shapes and language that children use to describe comparisons and measure is introduced sufficiently well. Children use role play equipment, tools and materials imaginatively to create models and construct. There are opportunities for children to develop skills for mark-making, engage in musical activities and learn new technology which supports them to make good progress across all areas of learning. The nursery environment is resource rich and all toys are accessible in all rooms. In babies there are toys that encourage the senses and numerous different activity centres are placed on blankets as well as push along toys.

Activities are planned and organised, taking into account children's individual interests and ideas. Staff base their observations and assessments on what children enjoy and can do, taking into account their abilities when they first start to attend the setting. They observe children as they play, using their observations to ensure that each child's needs are being met and to plan the next steps in their learning. They talk to children's parents and carers on a regular basis and share information about children's care, well-being and developmental progress. However, spontaneous communication and interaction with the children is not consistently good across all areas with missed opportunities to ask open ended questions, demonstrate how things work and generally challenge the children's thinking and organisational skills.

Children settle in well and have good relationships. Behaviour is good and they play and work well together, learning to negotiate and problem solve as individuals and within a larger group, which develops their confidence and self-esteem. They know where toys and equipment are kept and make choices and decisions for themselves, for example, the older children self-serve at mealtimes. They learn to respect and value people's differences and similarities through stories, discussion and as they celebrate different cultural events throughout the year.

Staff have a good understanding of how to create a safe, hygienic and welcoming environment in which risk is minimised. Children learn how to use equipment safely and how to play safely when outside. Risk assessments are detailed and robust supporting children's health and safety. Children develop positive attitudes towards healthy eating through projects and discussion and are offered a variety of healthy snacks and meals. Physical play is a significant feature of the children's daily routine helping them to understand the benefits of a healthy lifestyle.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	3

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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