



# The Riverside Nursery School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY283212
<b>Inspection date</b>	06 December 2005
<b>Inspector</b>	Wendy, Elizabeth Lightfoot
<b>Setting Address</b>	Winchester City FC, Hillier Way, Abbots Barton, Winchester, Hampshire, SO23 7SU
<b>Telephone number</b>	01962 890 892
<b>E-mail</b>	bev.feeney@ntlworld.com
<b>Registered person</b>	Beverley Anne Feeney
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

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

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

The Riverside Nursery School has been registered since 2004. It is situated in the grounds of Winchester City Football Club and serves children from the local and surrounding areas. The nursery is privately owned and provides full day care for children aged from 2 years to under 5 years, during term time from Monday to Friday. Children may attend from 08:30 to 16:00, or for sessions which run from 08:30-12:30 and 13:00-16:00.

The nursery currently has 35 children on roll and is in receipt of government funding for 21 of the children who are aged 3 years and 4 of the children who are aged 4 years. There are 3 permanent members of staff employed to work with the children who all hold relevant childcare qualifications. The nursery is a member of the Pre-School Learning Alliance and has achieved accreditation through their scheme.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health is protected by staff's good understanding of health and safety issues and safe lifting and handling techniques. Regular routines mean the premises and equipment used by children are maintained in hygienic condition. Children effectively learn personal hygiene routines, such as hand washing after toileting and outside play; before cookery and during this activity if they forget and lick their fingers. Children use tissues to blow noses and dispose of them, independently into the waste bin.

Children receive prompt attention in the event of an accident as all permanent staff maintain current first aid certificates. Accident records are appropriately detailed and countersigned by parents. Children are protected from becoming ill through the nursery school's procedure of excluding children who have an infectious illness.

Children's dietary needs are fully discussed with their parents and children with allergies are fully protected. Children have free access to fresh water throughout the day. They enjoy healthy snacks and drinks, including fresh fruit, in line with the nursery school's healthy eating policy. Children eat well, sitting in a social group at a table, with staff.

Young children's emotional health is sturdily supported. They are relaxed and very well-settled, and their well-being and involvement in suitable activities is monitored, to maintain their confidence.

Children's physical fitness develop through regular activities. They play outdoors daily, running, jumping and dancing with streamers in the wind. They visit nearby parks to climb, slide, swing and rock, on the equipment. Indoors, they revel in action songs to music, and crawl at speed when pretending to be dogs. Children develop fine motor skills through kneading, pushing and pressing play dough and when making constructions with small pieces. Their hand-eye coordination is developed as they use a wide range of tools, such as glue spreaders, paint brushes, clay modelling tools, plastic pen-knives, cutters and rolling pins.

Children develop a healthy awareness of their own bodies' needs for activity, rest, sleep and hygiene. They recognise they get out of breath when running, cold when it is frosty, need to drink when thirsty, and choose to rest in the comfortable book corner, when they are tired.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a safe, secure and child-friendly environment. Their security is maintained through the Nursery schools clear procedures, such as monitoring all visitors and keeping the premises secure while children are present. Children's safety is supported by regular risk assessments and good supervision. Children know to ask when wishing to play outside, and are always accompanied by staff. Children use suitable toilet facilities where equipment is organised at a suitable height.

Space is used effectively to allow children to experience a wide range of activities in safety. They can spread out comfortable on the carpeted floor, or sit at child sized tables and chairs. When the main play area is cleared, they can enjoy energetic physical activities. Children rest safely in a comfortable book corner, positioned away from through traffic, and furnished with large floor cushions.

Children use safe resources which are suitable for their stages of development. Younger children are provided with stage appropriate toys and supported when learning to use tools such as scissors. Children's safety on walks to the local park is underpinned by higher staff ratios and staff awareness of the need to monitor the safety of the environment and play equipment. Children's safety in the event of a fire is enhanced by their termly practices of emergency evacuation procedures. They are helped to be safe by staff knowledge and understanding of child protection issues and procedures.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and well-settled in the nursery school. They are well supported by their warm interactions with staff. Staff encourage children's confidence, independence and self-esteem, throughout the day, by listening to their ideas and respecting their feelings and building on children's interests. Children enjoy a wide range of stimulating and exciting activities to support all areas of their development.

Children's independence is encouraged when they feed themselves, manage their own hygiene routines, and put on and take off their outdoor clothing. Children are confident to ask staff for additional toys and resources from the store cupboard and staff are quick to notice what children may need to enhance their play, however, it is not easy for them to access more resources for themselves.

Children are secure in their daily routines. Their activities flow comfortably, so as one is finished, that area is cleared to make space for another. Staff remind them of what will happen next and children anticipate the activities with pleasure. Under threes are well-supported by staff's good understanding of their individual needs and they become confident achievers. They respond well to adults, listening to them and welcoming their interest and support. They join in, at their own levels, with a range of activities.

## Nursery Education

The quality of teaching and learning is good. Children make good progress in the nursery school, in relation to the stepping stones towards the early learning goals, in the six areas of learning. They are well-motivated, showing great interest in everything they do. They listen well and are attentive when staff talk to them. They concentrate well and persevere for good periods on a chosen activity. Children make close friendships with other children and play well in pairs and small groups. They regularly invite staff to join in with their imaginative play.

Children have wide ranging interests, and staff effectively build on these to support their development. Children are confident to attempt new skills or grapple with new ideas. Children's knowledge and understanding are extended in line with their readiness, as staff have good knowledge of child development and are inspiring communicators. Staff regularly assess children's development through the Stepping stones to the Foundation stage of learning, and use these records in planning children's next steps. Although there are fewer records reflecting children's progress in knowledge and understanding of the world or in mathematical development with regard to calculation and space shape and measure. Children play for prolonged periods as they receive praise, smiles and fresh ideas from staff to maintain their interest.

Children with special educational needs and with English as an additional language make good progress as they are well-supported by close partnerships between staff and their parents.

Children make good progress in communication language and literacy. They communicate confidently, both with other children and with staff. They listen well to songs, rhymes and stories and join in with key phrases. Children describe, from pictures, what is happening in stories. They recall familiar stories and describe what will happen next. Children respond to simple instructions when learning action songs. They initiate conversations with other children, sparking off ideas and negotiating positions. Children enjoy rhyming activities in free play. They recognise the start letters of their names and some are starting to write their own names. Children handle books well, sit and look at them independently, and enjoy kneeling on floor cushions with their arms on a staff member's knee, while they discuss a shared book. They identify the contents of the drawers on their art trolley from picture labels. Children use writing materials in role play, and use a computer keyboard to tap out letters. They find their own name labels when registering themselves as present.

Children develop mathematical understanding through regular activities. They use numbers both in planned activities and in free play, counting bricks outdoors and comparing them to the height of a child. They start to estimate how many more bricks they need to make the tower the right height. They recognise numerals when doing a number puzzle. They match shapes and name some of them. They compare sizes, using language such as bigger than and taller than. They use weighing scales, during cookery activities and balance scales to compare the weight of two objects.

Children develop a knowledge and understanding of the world around them. They show curiosity when using magnets and testing which objects are magnetic. They

explore interconnecting cogs and learn about how things work. They learn about the natural world, by growing bean seeds in jars and caring for them, and through small creature hunts. Children design and make complex constructions with bricks, twigs, planks and junk modelling materials. They learn to use a range of tools, such as plastic pen-knives, scissors and clay shaping tools in their designs. They become familiar with information technology through using mobile phones, cameras and electronic learning aids. Children develop a sense of time through talking about birthdays and holidays and use past and future tenses in conversation. They learn about the place where they live, through walks to see the swans, playing in the local parks and visiting the farm to see the animals. Children gain a sense of the different people in their community through partnership with parents, when one teaches a song in French and another visits in her nurse's uniform and bandages children's imaginary injuries.

Children develop well creatively, through a wide variety of free and planned activities. They explore a wide range of media and materials in art and craft activities. They make collages, and express scenes from favourite stories in their art work. Children recognise colours and enjoy mixing them. They make large and imaginative constructions and play with them imaginatively. Children develop a large repertoire of songs, recognising them quickly from the opening words and joining in with relish. They move to the rhythm of the song and sing and dance spontaneously. They enjoy action songs with staff. Many imaginative scenarios are played out regularly as children recognise familiarities between objects and use them as props, so a handle shaped magnet becomes a retractable dog lead, and two of the children become a dog and the owner, with others quickly joining in. Children's ideas are valued and extended and children's imaginative skills are strong. Children express their feelings confidently and explore their fears, when they involve a staff member to be a monster.

### **Helping children make a positive contribution**

The provision is good.

The needs of the range of children attending are met. All children are treated with equal concern. They are valued as individuals and learn to respect others. Staff work closely with parents to ensure they are well-informed to meet the needs of each individual child. Children have regular access to resources showing positive images of diversity and learn to respect the traditions of others, through art and craft, songs, cookery and books. Children with special needs receive well-planned support to help them participate in all activities. The setting has a qualified Special Educational Needs Coordinator who can also enlist support from the Area Senco.

Children are considerate to each other and play well in spontaneous groups of up to six children, forming close friendships. They are polite positive and thoughtful, following the good role models provided by the staff. Children receive reminders about sharing and taking turns, which are sensitive to their maturity and levels of understanding.

Staff make good relationships with parents and exchange information regularly about

the children's well-being and progress, both informally and through sharing records of achievement. Parents receive a friendly information brochure at enrolment and are referred to the setting's policies and procedures folder, which is always available for them to borrow. They are welcomed to stay with their child, during the settling in process, until their child is confident to be left. Parents feel very welcome and are confident that they can discuss any concerns as staff are so open and friendly. Parents are encouraged to use their skills to help children learn about diversity in their community. They receive information about children's activities and are involved in children's special events, and social gatherings for parents, which helps children to build a strong sense of belonging. Confidentiality of information held on children and their families is protected both in conversation and regarding any records held.

In nursery education, partnership with parents is good, which effectively supports children's development. Parents of new children share their knowledge of what their children can do at home, and what they enjoy, so staff are well-informed to build on children's skills and interests. Information is shared regularly, so staff and parents continue to work in partnership. Parents are encouraged to use their skills to help children learn about diversity in their community.

Children's spiritual, moral, social and cultural development is fostered. They play happily with others of different ages, from different cultural backgrounds, and those with special educational needs.

Children's personal, social and emotional development is good. They show curiosity in how things work and have a strong exploratory impulse. They show keen interest in new ideas presented by other children or introduced by staff and are happy to share their own. They negotiate their own position in play. Children try new skills readily and persevere for long periods. They initiate many games and involve other children in activities. Children separate well from their main carer and quickly settle to play. They are comfortable with themselves and develop clear friendships. Children are familiar with the routines of the day and develop good self help skills.

## **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children receive good levels of care as all adults have a clear vision and sense of purpose. Staff have appropriate qualifications and are highly motivated to ongoing training to extend their knowledge and expertise, for the benefit of the children. Staff cascade their training to others in the staff team, at regular staff meetings.

Robust systems are in place for staff recruitment and vetting to ensure children's security. New staff undergo induction training to ensure they are fully aware of all the settings and are initially taken on for a substantial probationary period, to ensure children can relate confidently to them and that staff have appropriate knowledge and skills.

Space is organised to keep children secure, while encouraging their growing independence. Children are confident to ask staff for further resources, when playing,

and staff are observant and quick to offer extra toys, or props for imaginative play. However, children's free access to resources of their own choice is limited.

Staff use a comprehensive range of documentation to underpin the care of the children and to monitor their progress.

In nursery education, leadership and management are good. The manager ensures that children's assessments lead to planning for their next steps, and that the needs of each child are understood by all staff. Children's progress through most of the areas of learning is clearly assessed and well-recorded, to support this planning. However, staff are less confident in assessing children's achievements in some areas of mathematics and in their knowledge and understanding of the world, although children receive regular opportunities to learn. Records of children's achievements are shared with their parents, and parents can contribute their own knowledge of their child's progress.

The manager provides a clear role model for staff and builds a strong staff team, who are highly motivated to expand and share their expertise. She monitors staff interactions with children as a continuous process as well as through regular staff appraisals. All staff are expected to undertake appropriate training, to help them support children's learning, and to share what they learn with their colleagues. They are happy to evaluate their teaching and build their expertise.

### **Improvements since the last inspection**

At the last inspection the setting was asked to ensure contact details are recorded in the visitor's book and request further information from parents when recording existing injuries, such as how injuries occurred.

Contact details are now recorded in the visitors book and existing injury recording has been improved appropriately.

### **Complaints since the last inspection**

There have been no complaints reported to Ofsted since the last inspection. The provider is required to keep a record of complaints, which they can see on request. The record may contain other complaints than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.
--

The quality and standards of the nursery education are good.
--



## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- further develop ways of ensuring children's free access to toys and resources of their own choice

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- review planning procedures for knowledge and understanding of the world, and for calculation and space, shape and measure, in mathematical development, to provide clearer learning objectives and help staff in assessing children's progress in these areas.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)