



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY252732

DfES Number:

### INSPECTION DETAILS

Inspection Date	05/10/2004
Inspector Name	Christine Bond

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Riverside Early Years
Setting Address	Seascout Headquarters Witham Bank East Boston Lincs PE21 9JU

### REGISTERED PROVIDER DETAILS

Name	Mrs Pauline Anne Almond
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## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Riverside Early Years was registered in 2003 to provide full day care. It is situated in the centre of Boston. It is open each week day between 08:30 and 17:00 for 48 weeks a year. The provision serves families in the local area.

The setting offers care for children from two to five years during term time. After school and holiday care is offered according to demand. Currently 38 children attend the group for a variety of sessions: of these 22 children receive funding for nursery education. Two children speak English as an additional language and the group supports some children with special educational needs.

The group operates from the Sea Scout hut and is the sole user of the premises whilst open. The premises consist of a main hall, changing room, toilets, and a small room with adjacent kitchen on a raised level. There is a fully enclosed outdoor play area to the rear of the building.

A total of 12 staff work with the children. Two hold NVQ level 3 in Early Years Care and Education and one holds level 2. Most of the others are working towards similar qualifications. The group receives support from advisory staff from the Lincolnshire Early Years Development and Childcare Partnership and has links with the local Sure Start project.

### How good is the Day Care?

Riverside Early Years offers satisfactory care for children aged two to eight years. Staff provide a welcoming environment for children and parents. The premises offer ample space for indoor and outdoor activities although not all areas meet the required standards for hygiene and safety. Staff are committed to providing well for the children but the overall organisation of the sessions and underpinning documentation does not support this. The manager has recently completed an early years qualification but her leadership and management skills are not yet sufficiently developed.

Staff have a generally good awareness of safeguarding children and access to the premises is rigorously monitored, however, procedures and records lack the necessary detail. Staff understand their responsibilities with regard to child protection but are not fully familiar with current legislation. Children's personal hygiene is encouraged, but effective routines for maintaining high standards of hygiene to prevent the risk of cross infection are not maintained. Children are able to help themselves to drinking water throughout the sessions although the healthiest drinks are not always provided at snack time.

Staff plan and provide a wide range of activities to support children's learning and overall development. The provision has a good selection of toys, books and play equipment for children's use. Staff support children with additional needs well and liaise with other professionals. Staff have developed good relationships with the children and generally manage their behaviour positively.

Parents and carers are welcomed into the provision. Staff get on well with parents who generally comment positively on the care and activities offered however some say that more written information would be useful.

#### **What has improved since the last inspection?**

Not applicable

#### **What is being done well?**

- A good range of toys and play materials are available to support staff in offering a broad range of activities to promote children's learning and development.
- Staff have formed good relationships with the children and support them well in small groups and individual activities.
- Staff are vigilant about the security of the premises and monitoring access to the premises to keep children safe.
- A good level of support is given to children with additional needs. The provision recognise the importance of close liaison with parents and other professionals in order to meet children's needs.
- Children have regular opportunities to use the outdoor area for activities and physical play.

#### **What needs to be improved?**

- staff qualifications and the leadership and management skills of the person in charge
- the operational plan, to ensure that all written policies and procedures are consistent with the national standards, current legislation and working practice

- the premises regarding suitability of some areas, cleanliness and state of repair
- the routines and records for promoting the health, hygiene and safety of the children
- the drinks provided
- the staff's knowledge and understanding of child protection issues.

### Outcome of the inspection

Satisfactory

### CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

### WHAT NEEDS TO BE DONE NEXT?

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Develop and review the operational plan to ensure it is effective in practice especially with regard to the organisation of the sessions and the recruitment and appointment of staff including their induction and deployment
4	Ensure that the premises are clean, maintained in a suitable state of repair and rooms maintained at an adequate temperature
6	Ensure that appropriate health and safety policies and procedures are in place and that risks are identified and action taken to minimise them
7	Improve hygiene routines to promote the good health of children and prevent the spread of infection
7	Improve records for administering medication and seek parental permission for emergency medical treatment or advice
8	Ensure that drinks provided are nutritious
13	Develop knowledge and understanding of child protection issues including identifying the action to be taken in the event of an allegation being made against staff or volunteers
14	Ensure that the records, policies and procedures held are appropriate to the setting, consistent and accurately maintained

1	Provide Ofsted with an action plan detailing how you will ensure that the manager, staff and volunteers have the appropriate skills and ability to do their jobs. This must include evidence of qualifications held and timescales for completion of those being undertaken and must state how the manager's leadership and management skills will be developed
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## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Riverside Early Years provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals in all the areas of learning.

The quality of teaching is generally good. The outdoor play area is used regularly for physical play and occasionally for exploring and investigation such as observing insects and changes in the natural world. Children are supported well to make the most of the role play area and some effective teaching takes place in small groups and one to one situations. The Special Educational Needs Co-ordinator (SENCO) is supporting staff well to provide appropriately for children.

All staff are involved in planning. They take responsibility individually for key activities which results in children enjoying a wide variety of experiences. However, not all aspects of each area of learning are delivered consistently. Staff assess children's learning against the stepping stones but do not use this information enough to plan for what individual children should do next.

The leadership and management of the group has significant weaknesses. Although staff attend training and key areas such as curriculum planning and special educational needs are being addressed, the manager does not make the best use of staff's strengths in terms of their knowledge, experience and interests. Evaluation systems are in place for individual activities but not for the overall nursery education provision. The manager has worked hard to establish the group, but she does not have a clear enough understanding of her role in terms of how the organisation of the sessions, the deployment of staff and the overall monitoring impacts on the outcomes for children.

The partnership with parents is generally good. They receive some written information regarding the foundation stage curriculum and an annual report but ongoing information about how they can get involved in their children's learning is limited.

### What is being done well?

- Staff teach children effectively in small group and one to one situations. Children are supported to develop their language skills and their concentration.
- The role play area is used effectively to support children's learning across the curriculum. For example, the farm shop scenario provides children with opportunities to have conversations, use mathematical language such as 'how much' and 'enough' and links in with and supports their understanding of 'harvest'.

- The key activities are well-planned and varied. Children have opportunities to take part in several during one session, for example, potato printing, 'Kim's game' and digging for root vegetables in compost.
- The SENCO works closely with advisory staff to ensure appropriate provision is made for children who have been identified as having special educational needs. All the staff are made aware of and understand the plans for these children.

#### **What needs to be improved?**

- the systems to identify the group's strengths and weaknesses and to provide ongoing monitoring and evaluation of the provision for nursery education
- staff's knowledge of the foundation stage curriculum to ensure that all aspects of each area of learning are delivered consistently
- planning, to include next steps for individual children
- parent's involvement in children's learning.

#### **What has improved since the last inspection?**

not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are happy to be in the group and eager to take part in activities. They relate well to the staff and behave well on the whole if they are given clear directions. They especially enjoy small group activities and speak up confidently. They enjoy celebrating festivals from their own and differing cultures. They choose freely from a range of activities and help themselves to drinking water but their opportunities to independently persevere with and extend their play are limited.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children listen quite well, especially when they are prompted and have good speaking skills. All of them enjoy joining in with stories and some recall events and tell imaginative stories enthusiastically. They are interested in books and enjoy choosing 'library' books to take home. They are beginning to develop and understanding of why they need to be able to write. They have fewer opportunities to sound out letters and relate them to words.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children learn about mathematics through practical activities. They enjoy counting at register time and during role play and playing with games and puzzles. They are beginning to understand calculation through activities such as 'Kim's game' and using the till in the 'farm shop'. They have lots of planned opportunities to learn about shape, colour, weight and measuring. However, daily routines are not used effectively enough to reinforce children's learning.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children enjoy exploring and investigating items such as real vegetables, some buried in compost, the growth of bulbs and the changes in foodstuffs when they are mixed and cooked. They use construction sets and recycled materials to create models. They chat freely about their families and events at home and watch what is going on in the community around the building. They are fascinated by programmable toys but have no opportunities to use other technology such as magnets and magnifying glasses



<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children have regular opportunities to enjoy large physical play both indoors and outdoors. They generally move safely around furniture and manoeuvre wheeled toys carefully. They are gaining an awareness of their own health needs and help themselves to drinking water and wash and dry their hands with some support from staff. They handle equipment and tools with increasing skill. However, more able children are not always sufficiently challenged to extend their whole body skills.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children enjoy exploring and experimenting with a range of materials including paint, glue and playdough. They join in with songs and are exposed to recorded classical music at snack time, but otherwise their musical development is limited. They use their imaginations freely during small world and role play activities and staff prompt and support them effectively. They have opportunities to use their senses , for example, when digging in damp compost and examining fresh vegetables.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- develop and implement systems to identify the groups strengths and weaknesses and to provide ongoing monitoring and evaluation of the provision for nursery education
- increase staff's knowledge of the foundation stage curriculum to ensure that all aspects of each area of learning are delivered consistently
- ensure that planning is informed by assessment so that individual children's next steps are clearly indicated.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*