



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 310201

DfES Number: 522868

INSPECTION DETAILS

Inspection Date 21/09/2004
Inspector Name Karen Ling

SETTING DETAILS

Day Care Type Full Day Care, Creche Day Care, Out of School Day Care
Setting Name Riverside Centre Childcare
Setting Address Riverside Centre
Minton Lane
North Shields
Tyne and Wear
NE29 6DQ

REGISTERED PROVIDER DETAILS

Name Riverside Centre Childcare

ORGANISATION DETAILS

Name Riverside Centre Childcare
Address Riverside Centre
Minton Lane
North Shields
Tyne and Wear
NE29 6DQ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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 Centre Childcare was first established in 1995 in an inner city area of Newcastle. The centre provides a range of childcare services on behalf of the local authority for families. It also offers training on behalf of North Tyneside Early Years Development and Childcare Partnership (EYDCP) and support and training opportunities for families and young parents. The nursery is situated within the centre.

The nursery is open from 07:30 until 18:00 Monday to Friday all year round. Full and part-time sessions are available. The nursery is registered to take 100 children from birth to five years of age. There are currently 95 children on register. Of those children in receipt of funded nursery education, 25 are aged three and two are four-year olds. Children attending the nursery represent diverse backgrounds. The nursery supports children with Special Educational Needs (SEN) and those for whom English is an additional language (EAL). The foundation stage is delivered in the room known as the pre-school.

Seven staff work with the funded children throughout the week and all hold appropriate qualifications in childcare and education. The nursery has transition nursery provision and a qualified teacher is employed to support those with SEN. The nursery subscribes to The North Tyneside Approach, which is a holistic approach to the health, care and education of young children. The nursery receives advice, support and training through the EYDCP and from the educational co-ordinator at the centre who also has qualified teacher status.

The centre works closely with other agencies and local schools and is a centre of Early Excellence.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Riverside Centre Childcare provides high quality nursery education which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good with some excellent aspects. Staff have a secure understanding of all areas of children's learning. This allows them to create a rich and challenging learning environment, both in and out of doors. Plans ensure that children are offered experiences in all areas of learning. Activities are very well planned and staff are skilled at asking questions that encourage children to think and talk. As a result, children's interest is sustained and their skills and understanding are developed appropriately. Good use is made of the stimulating range of high quality resources though access to information technology is limited. Staff continually look at ways of developing the outdoor area further. Their interactions with children are very effective and they give children with SEN and EAL excellent support.

Staff frequently make observations and regularly check and record progress towards the early learning goals. Individual education plans for children with SEN are frequently reviewed and used well to plan the next steps in learning.

The provision for funded nursery education is well-led and managed. The nursery manager and education co-ordinator have been particularly effective in developing a strong staff team which has a collaborative approach to all aspects of its work. A rigorous system is in place which monitors and evaluates the quality of teaching.

The partnership with parents and carers is very good. Staff have good informal relationships with parents and these contribute to the children's well being. Parents are well informed about the nursery ethos and curriculum and receive regular information on children's progress.

What is being done well?

- Personal social and emotional development is a strength of the provision for funded nursery education. Children are confident, sociable and develop caring relationships with each other and staff.
- Strong leadership provides a shared ethos of good early years principles. The management structure ensures continual improvement through a commitment to staff development.
- Children with SEN and EAL receive a high level of support and make good progress.
- The environment is very well planned. Resources are carefully chosen and presented to stimulate children's curiosity and encourage their independence and creativity.

- Relationships between staff, all children and their families are very good. This helps children to feel safe and confident.
- Management and those staff working directly with the children are diligent and committed to the ongoing improvement of the care and education for all children.

What needs to be improved?

- access to information technology so that it supports children's learning further
- the outdoor area so that learning opportunities are promoted further.

What has improved since the last inspection?

The provision has made very good progress since the last inspection. Staff have had training and support in developing a children's record of achievement file and now include information about children's development which is used to plan for the next steps.

Staff have received training on the foundation stage and now have a good grasp of the early learning goals. They share ideas and plan for regular opportunities for children to use number in their play and daily routines. Weekly planning sheets are monitored to ensure all aspects are covered sufficiently over a period of time.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Personal, social and emotional development is a strength of the provision. Children separate well from their parent's/carers and are beginning to form good friendship groups with their peers. They settle quickly to task and are growing in confidence. They show developing social skills as they interact with each other and adults and are learning to care for each others needs, share and take turns. They show good levels of interest and perseverance as they engage in a range of activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children receive excellent opportunities through first hand experiences and fun activities which develop their speaking and listening skills. They speak confidently as a result of staff's consistent interest and engagement in their play and conversations. They know a repertoire of songs and enthusiastically practise words and rhythm within the music sessions. Children are interested in books and enjoy well told stories. Three and four-year-olds show interest in print and practise mark making.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children develop a good grasp of number and use mathematical language in play situations and daily routines. They confidently solve simple problems, for example, as they work out how many cups, plates and chairs are needed. Children use a range of resources and media to develop their understanding of simple concepts, such as more than and less than. They learn about shape and measure, for example, as they build simple and more complex models from the large construction bricks.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children explore and investigate at their own pace using a range of equipment and tools. They learn about living things and know what plants need to make them grow. They learn about themselves and their environment and confidently share experiences with friends and staff. They have lots of fun as they use their own experiences and knowledge to act out stories with friends. Children show developing skills and use their own ideas to build, using a range of small and large construction equipment.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children develop an awareness of how to keep healthy. They show skill and co-ordination as they take each other for rides and move around the outdoor area at speed on the wheeled toys. They run freely, showing good levels of spatial awareness and of each other. They are helped to develop a range of physical skills and hand-eye co-ordination using a range of equipment. Children use a variety of tools and materials and show increasing control, for example as they cut out shapes with scissors.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children receive a wide range of opportunities to explore media and materials using their own ideas. For example, they explore the properties of wet and dry sand with tools, and show dexterity as they use paints and brushes to make self-portraits. They enjoy musical activities, being well supported by a qualified music teacher and are developing a good sense of rhythm. Children show good imagination. They make up their own games and excitedly involve friends and adults.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no key issues following this inspection. However, the following points should be considered:
- Develop the use of information technology within the nursery so that it supports children's learning further.
- Continue to develop the outdoor area to further promote learning opportunities.

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.