

Riverside Nursery

Inspection report for early years provision

Unique reference number EY407450
Inspection date 01/02/2011
Inspector Hilary Tierney

Setting address Riverside Nursery School, Powder House Farm, Tutshill,
CHEPSTOW, Gwent, NP16 7PT
Telephone number 01291625783
Email info@chepstowtownnursery.co.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

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 Nursery is one of two nurseries that are privately owned and it has been registered under the current ownership since 2010. The provider is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery operates from converted building in the Tutshill area of Chepstow. There is a separate baby unit, in a converted stable block, which is on two floors. On the ground floor children have access to three play rooms and two sleep rooms and an enclosed garden. In the main building the toddler unit is on the ground floor and is accessed via the garden. These children have access to four play rooms, a sleep room and access to the enclosed garden area. The pre-school children are based on the second floor of the building and they have access to four play rooms and toilets. They are able to use the enclosed garden for outdoor play.

The group is registered to provide care for a maximum of 73 children, of whom no more than 24 children may be under 2 years at any one time. The nursery is open each weekday from 8.00am to 6.00pm for 51 weeks of the year; the nursery closes during Christmas week. There are currently 103 children in the early years age group on roll, of whom 34 are under two years of age on roll. The group offer care for funded three and four-year-old children and currently have 45 children on roll. Children attend from the surrounding areas. The nursery currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 19 members of staff who work directly with the children and two cooks. All hold appropriate early years qualifications to level 3 or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. Children are confident, have settled well and are active learners and their needs are met well. All areas of learning are covered in the balanced activities that are provided and detailed observations help staff support children in their learning. The key person system works well to support children's needs; however, it is not fully in place with younger children. Staff are calm, caring, enjoy being with the children and offer the children plenty of praise and encouragement. The organisation of some routines in the nursery requires some improvements particularly with regard to snack times and access to outside play. The new owners have completed the self-evaluation process and in a short space of time have been able to address the recommendations made from the last inspection demonstrating their commitment to drive improvement

What steps need to be taken to improve provision further?

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

- obtain information in advance of the child being admitted, about who has legal contact with the child and parental responsibility for the child (Safeguarding and promoting children's welfare) 22/02/2011

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

- develop the role of the key person further to help continue to meet the needs of the younger children, and provide a second key person for children so that when the main key person is away there is a familiar and trusted person who knows the child well
- consider the organisation of routines, with particular attention to snack times, so that the younger children do not have to sit and wait, and so that the older children are able to develop their independence further and a pleasant learning experience is provided for all
- make greater use of the outdoor play areas to offer children freedom to explore, use their senses, be physically active and exuberant and to give children first-hand contact with weather, seasons and the natural world.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. Staff are very clear about procedures to follow in the event of having any concerns about children in their care. Security of the buildings is extremely good and children are supervised well at all times. Detailed accident, medication and children's existing injuries are recorded and shared with parents. All written parental permissions are obtained. However, details about who has legal contact with the child and parental responsibility for the child have not been obtained from parents. Fire evacuations procedures are detailed and practised regularly with the children and clear records kept. Children are taught to keep themselves safe through clear explanations from the staff as they play, for example, if you run inside you may fall and hurt yourself.

Resources in the play areas are well balanced and all are easily accessible and used effectively to help children learn and develop. The staff have a good knowledge and understanding about how to help children understand about the world around them. Although at present the nursery have no children with special educational needs and/or disabilities or any who have English as an additional language the staff demonstrated a good awareness about how they would offer support to any children that may attend in the future. Planning of activities, observations and assessments on all children is completed by their key person and children's interests and next steps are clearly identified and met well.

There is a good partnership with parents'. They receive good verbal information daily from their child's key person when they collect the child. Regular newsletters

and several notice boards around the buildings help keep parents in touch with any relevant information. Children's learning journey books are easily accessible for parents to see at any time. Since the new owners took over the staff have started to build links with other early years settings that children attend and there is good communication between them so that all adults involved with the children are able to contribute to their learning.

This is the first inspection for the new owners and they have worked hard with the staff to complete the recommendations from the last inspection, through the introduction of new paperwork and new systems of working. These recommendations have been successfully achieved meaning that the staff's knowledge of the Early Years Foundation Stage of learning is good and is now contributing to help meet all children's needs successfully. The staff work hard as a team and are able to contribute to the self-evaluation process which means they are motivated to continue to provide good quality childcare.

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

Children in the baby unit are happy, confident and feel secure. They respond to the adults in the unit well and lovely interactions between children and staff contribute to the children's well-being and contentment. Staff speak to children with affection and offer plenty of praise and encouragement for them. The key person system not fully in place and although children are fed and greeted by their key worker, they do not have nappies changed or put to sleep by them. The staff have also not put into place a second key person to care for the children if their main key person is away. Children enjoy their time at the setting and have a good range of activities provided to keep them fully occupied and challenged. For example, children enjoyed playing with pasta in a tray; they enjoyed the textures, noises it made and putting it into containers and pouring it out again. Staff were nearby to help the children when required. The younger children enjoy healthy food prepared daily for them, however during snack time the children are made to wait for long periods of time, while they are served their snack and drinks and then when all their nappies are changed by two members of staff. Although, children's hands were not wiped before they ate, all children do have individual flannels for wiping their face and hands after the snacks. There are good nappy changing procedures in place and staff wear plastic aprons, gloves and wipe down the mats after each child has been changed.

Children in the toddler unit in the main building are active, confident, active learners and have easily accessible resources for them to access. There are good interactions between staff and children and the key person system works well to help staff meet children individual needs. Children enjoy their time at the setting. They take part in a wide range of activities which help them develop and explore. They enjoy looking at books alone and together with staff. They enjoy developing their mark making skills and draw on the white board. A child takes great delight in telling member of staff that she is the person they have drawn. Children are able to develop their imagination through role play and they enjoy dressing up. A group

of children enjoy pretending to iron their dolls clothes, this is organised by a member of staff so several children can join in. One does the ironing, another folds them and then another child puts the items in a basket. They receive plenty of praise from the member of staff telling them they are doing good ironing and folding.

Children in the pre-school unit are happy, confident and fully engaged in a range of challenging, interesting activities. They are able to have free flow around the different rooms and choose what they would like to do. They have lovely interactions with the staff and are encouraged to think and problem solve as they play. Children enjoy role play, creative activities, looking at books alone and together with staff. Some children take part in completing jigsaws and they work together well to complete the puzzle, taking turns to find the pieces and put them together. Children are confident to speak to the staff about their families and where they live, they are able to tell the staff their house numbers and names of roads. Children are able to develop their independence through being able to visit the toilets alone, helping themselves to resources and being encouraged to serve themselves at lunchtimes. However, during afternoon snack time children are served by the staff, who gives them their plates, food and cups. Children are able to pour their own drinks. Children are well behaved, are learning to share and take turns and understand the routines of the setting. They are polite and say "please" and "thank you" with little or no prompting from staff.

Children do have access to the large outside space. However, this is not utilised well and although some rooms have doors that lead to the enclosed garden, children do not have the opportunity to have continuous play between inside and outside play. Most children understand the importance of hand washing and they have access to drinking water during the sessions. Children have lunches and healthy snacks prepared for them by the two cooks and their dietary needs are catered for well.

Staff in all areas of the setting are calm, caring and obviously enjoy being with the children and they work hard to provide a homely, friendly environment for children to play and learn.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

