

# Riverside Community Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	116201
<b>Inspection date</b>	12/09/2011
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<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*.

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## Description of the setting

Riverside Community Day Nursery was established in 1984. The nursery is based in Cavendish Primary School, Chiswick in the London Borough of Hounslow. The nursery is registered on the Early Years Register for a maximum of 26 children aged two to five years. There are currently 35 children on roll and the nursery receives funding free early education for children aged three and four years. The nursery is open from 8am to 5.50pm for a total of 50 weeks of the year with one week closure at Christmas and for bank holidays. The premises are purpose built and there is access to an outdoor play area. The nursery offers both full and part time places, morning and afternoon sessions. The nursery support children who learn English as an additional language and those who have special educational needs and/or disabilities. A total of six staff are employed to work with the children all of whom have a relevant childcare qualification. In addition three further staff are employed to support the nursery.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a safe and welcoming environment for children where they make good progress in their learning and development. The staff have a thorough knowledge of the Early Years Foundation Stage. They use this knowledge generally well to plan a wide range of activities across all areas of learning and development. The nursery is focused on meeting the children's individual needs which fosters confidence in the nursery environment. Most of the required policies and procedures are in place and well implemented. The nursery has good systems in place to evaluate the provision. They involve parents, children, staff and other professionals well in decision making to facilitate continuous improvement.

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

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

- provide parents with information about the procedure to be in the event of a parent failing to collect a child at the appointed time (Safeguarding and promoting children's welfare) 13/10/2011

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

- improve the assessment system so it consistently reflects all children's ongoing progress to further support the planning system.

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

There are robust systems in place to help ensure the safety of children in the nursery. A well developed system of recruitment means that only suitably qualified and appropriately vetted staff are employed. An effective induction programme and regular appraisals help staff be aware of their responsibilities and identifies their training needs. All staff receive training for first aid and safeguarding on a regular basis. Most required policies and procedures are in place with the exception of the procedure to be followed if children are uncollected, although this has not had an adverse affect on children's care to date. Policies are consistently implemented by staff. Detailed risk assessments and effective daily checks are consistently implemented to help promote the children's safety. Hazards are highlighted, such as broken door handles, and suitable actions taken to minimise these risks.

A committed staff team works hard to create a stimulating and inclusive environment for the children. Resources are effectively deployed to meet the needs of the children. The resources available are of a high quality and well organised. This allows children to move freely around the nursery engaging in a range of stimulating activities independently. The outside area is well resourced. There is a covered area and artificial grass so it does not get muddy, which helps keep the nursery clean indoors. Children are encouraged to go outside regularly and the nursery supplies boots and coats for rainy days, so all have equal access. Weekly planning incorporates all required areas for learning and development. Regular observations are used to inform planning to meet the children's individual needs; as a result, all children make good progress. Detailed individual learning journals are created to which parents are encouraged to contribute. These contain photographs and observations, together with notes on children's starting points and some future plans. However they do not always identify children's achievements clearly or consistently, so it is not always evident what needs to be planned for next in order to maintain consistent progress.

Equality and diversity are positively promoted through a range of good resources and thoughtful weekly topics such as 'All around the world'. Such topics are used well to teach children to value and respect each other. Positive partnerships with parents help staff know the children well. Parents appear confident in entering the nursery and talking with staff. Parents are well informed about their children's time at nursery through notice board displays, regular useful newsletters and parent consultations. Parents speak very highly of the nursery and comment on how well staff know the children. Staff also work well in partnership with other professionals such as speech therapists to support individual children's progress, so they have the help they need. The nursery has effective strategies to evaluate the quality of the provision and embed improvement systems. Management actively seek the views of the staff team, children and parents through informal discussions that lead to nursery improvements. The nursery meets with the Early Years Advisor and acts on advice given. The staff have successfully implemented most recommendations from the previous inspection and has further plans for improvements such as becoming involved in national initiatives to increase children's literacy skills.

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

Children make good progress in their learning and development. They enter the nursery confidently and settle in quickly to participate in the wide range of activities provided. Children benefit from the staff's thorough knowledge of their individual needs, enabling them to be confident and independent learners. The children and staff build strong trusting relationships within the nursery environment. Children feel safe and secure as they are well supported by an extremely good staff team who are receptive to their individual needs. Children know how to keep themselves safe and discuss safety whilst playing; for example in the role play area they remark on what is "hot" or "maybe sharp". Staff use a generally robust system of observation and planning across all areas of learning and development in the Early Years Foundation Stage. This helps to ensure that they provide learning programmes that cover all areas of development. Children actively take part in exciting activities. For example, they enjoy craft activities using recycling items from home to make models. They grow vegetables which are used in nursery cooking. They watch caterpillars transform into butterflies.

The nursery environment is well organised. Children enjoy choosing their own activities. Children come to recognise some written signs to identify different nursery areas, resources and their pegs. Some of these signs are written in other languages to promote diversity. Doing this encourages both children's independence and their literacy skills. Children use resources to practice their new computer skills independently, using a printer and office materials too. Children enjoy imaginative storytelling and continue to discussions with their friends at snack time stating 'Sharks have big white teeth'. Children use mathematical language during singing and every day activities such as sand and water play. This all helps them gain useful skills for the future.

Children enjoy and participate in the nursery's daily routine which provides a consistent balance between care and play. Children all help tidy up the nursery for snack time with older children supporting younger ones. Staff continually promote positive behaviour and self esteem through praise such as 'Great team work, well done'. The children's achievements are acknowledged consistently, for example, staff give out stickers when children sing songs on their own.

The outdoor area is very well resourced and children are keen to engage in physical activity. The staff encourage children to go outside every day and children thoroughly enjoy the resources available. They ride bikes, dig in the sand and hide in the willow huts and play houses. Children have a well developed knowledge on how to keep themselves healthy. Washing hands at appropriate times without staff prompts, using soap independently and knowing why they are doing it, shows their good understanding. The nursery provides an ample, well balanced menu and fresh food is used on most days. Children help themselves and clearly enjoy their meals discussing the benefits of eating vegetables. Staff consistently promote healthy eating.

## 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

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

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