

The Riverside Nursery

Inspection report for early years provision

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Inspection date 17/11/2011
Inspector Kay Armstrong

Setting address Riverside Ind Est, Branch Road, Lower Darwen,
LANCASHIRE, BB3 0PR

Telephone number 01254 695777

Email

Type of setting Childcare - Non-Domestic

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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*.

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The Riverside Nursery is one of two provisions own and managed by Red Rose Nurseries Ltd. This provision was registered in October 2007 and operates from a purpose-built building in the Lower Darwen area of Blackburn. The provision is open Monday to Friday from 7.30am to 5.45pm all year, except for bank holidays and one week over the Christmas period. Children are cared for in designated areas and secure outdoor play areas are available to all the children.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 76 children under eight years may attend the provision at any one time. Of these, no more than 12 children may be under two years. Currently, there are 111 children on roll, all of whom are in the early years age range. This includes 42 children who receive funding for free early education. The provision supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 21 members of staff who care for the children. Of whom, one member of staff has early years BA Honours and another has a Foundation degree. One member of staff has a level 4 qualification and 15 staff hold early years qualifications to level 3 with another member of staff working towards a level 3. The provision receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in this secure and inclusive provision. They make exceptional progress towards the early learning goals as they enthusiastically explore the wealth of activities and resources available to them. The staff team have a good understanding of the Early Years Foundation Stage framework and implement most areas of it very well. The very good partnership with parents, carers and other agencies ensures children's unique welfare and learning needs are recognised and consistently met. The staff strive to promote positive outcomes for the children, they demonstrate a good capacity for continuous improvement. However, the system use to monitor and evaluate the provision is not yet fully developed.

What steps need to be taken to improve provision further?

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

- develop further the system used to monitor and evaluate the provision
- develop further resources which reflect positive images of diversity
- review the lunch time procedures to enable children to have more

opportunities to practise their self-help skills.

The effectiveness of leadership and management of the early years provision

Children are very well protected as all staff have a good knowledge and understanding of their role in protecting children from harm. They have access to and knowledge of the Local Safeguarding Children Board procedures and know where to seek guidance should a concern arise. Children's safety and well-being are effectively promoted as robust recruitment and vetting procedures are in place to ensure staff are checked for their suitability. Regular detailed risk assessments identify possible hazards and ensure children have the freedom to explore and develop skills within a safe and secure environment.

The effective organisation of the building, staff, daily routine and resources ensure that children are able to engage in a wide range of challenging experiences and learning opportunities. The provision successfully provides an inclusive service for both children and their families. A wealth of information is sought prior to admission, helping staff to recognise the uniqueness of each child. As a result, children settle well. Children with special educational needs and/or disabilities and children who speak English as an additional language are well supported. Equality and diversity is generally fostered well through a good range of activities which help to promote children's understanding of the world around them. However, resources which reflect positive images of different cultures, gender, religions and abilities are not yet fully developed.

A high regard is given to the value of working in partnership with parents, carers and other providers. They have access to a wealth of information and this contributes significantly to children's well-being and inclusion. Communication with parents and carers is effectively maintained by use of daily information sheets for the younger children attending. Parents and carers opinions are sought and valued by means of questionnaires, comments books and suggestion box. Newsletters are issued regularly, further enhancing the partnership with parents and carers. A good range of information is clearly displayed and includes planning, menus and information on the Early Years Foundation Stage. Effective links with local schools have been established which promotes continuity of care for the children and eases their transition into school.

Leadership and management is good. The staff team work very effectively together and are focused on helping children progress. They take pride in their work and enjoy their time with the children. The system used to monitor and evaluate the provision has yet to be fully developed. The recommendations from the previous inspection have been successfully implemented. Linked with ongoing staff training and development this demonstrates a good commitment to continuous improvement to benefit children's overall well-being.

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

Children are enthusiastic and inquisitive learners who thoroughly enjoy their time in the provision. They make exceptional progress in their learning. Staff make sensitive observations of children's development, which clearly link to the early learning goals. Extensive planning which is informed by children's interest enhances their future learning. As a result, children enjoy and achieve in an inspiring and challenging learning environment both indoors and outdoors.

Children are relaxed happy and confident as they have positive relationships with the adults who care for them. All children are very well supported by staff. Communication skills are extremely well fostered throughout the provision. Older and more able children know that print carries meaning, they handle books carefully, gain great enjoyment from listening to stories and confidently link letters to sounds. They refine their dexterity as they practise using scissors. They have well-developed pencil skills, confidently writing their own names on their creative work and draw extremely detail pictures.

Staff enhance children's understanding and knowledge by asking questions which help them to think and reason. Children complete jigsaw puzzles, create wonderful models from construction materials and count in everyday situations. They sing number rhymes using their fingers to count on. These activities successfully promote children's mathematical awareness. Skills for the future are fostered well as children throughout the provision explore a range of replica electrical equipment and explore programmable toys and computers. Older children also have access to an interactive whiteboard. Children learn about life cycles as they care for pet rabbits and grow cress. Children celebrate a wide variety of different festivals which promotes their understanding of the world around them. They are developing a good understanding of difference and helping others as they participate in activities to celebrate a popular children's charity. They work and play together harmoniously they take pride in their achievements displaying high levels of self-esteem. All children have good opportunities to freely express themselves creatively as they sing with gusto, explore a wide range of creative materials and play imaginatively with small world resources.

Babies investigate their environment with pleasure and determination. They explore the stimulating surroundings which are well resourced and easily accessible providing them with lots of choice. Babies have good opportunities to use their senses to explore. The key person system ensures babies are cared for by familiar adults and their individual needs met very well. As a result, they are happy and well settled.

Promoting healthy life styles is a high priority for this provision as children are encouraged to be active and developed good skills in co-ordination. They have opportunities to learn to swim and participate in music and movement sessions. All children enjoy playing in the well-resourced outdoor play areas where they are able to climb, ride bikes, run around and scramble through tunnels. Freshly prepared and well-balanced nutritious meals and snacks successfully foster

children's understanding of healthy eating. Mealtimes are social occasions where children and staff sit together and chat whilst they eat. However, the older and more able children have few opportunities to practise their self-help skills at lunch time. All children are very well supported to understand the importance of good hygiene procedures. Many children are very competent in taking care of their own hygiene needs. Staff effectively support children to behave in ways that are safe for themselves and others. They have a good sense of safety as staff give clear explanations of the possible consequences. Children receive good quality support and care from staff and positive relationships enable children to feel secure and safe in their environment.

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	3
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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met