

Riverside Early Years

Inspection report for early years provision

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Inspector

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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

Riverside Early Years was registered in 2003 and is situated in the centre of Boston. The setting operates from the Sea Scout hut and is the sole user of the premises whilst open. The premises consist of two main rooms. There is a fully enclosed outdoor play area to the rear of the building. The setting serves families in the local area.

The setting is open each week day between 7am and 6pm for 50 weeks a year including school holidays. Children attend for a variety of sessions. A maximum of 26 children aged between two and five years may attend at any one time. Currently there are 49 children on roll, all of whom are in the early years age group. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. After school and holiday care is offered throughout the year. The setting is in receipt of funding for nursery education. They support children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 10 members of staff who work with the children. Of these, one has an NNEB, five hold a National Vocational Qualification (NVQ) in Early Years Childcare and Education at level 3, two have a level 2, three are not qualified and one is working towards a level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and secure at this welcoming setting where staff have a well-developed knowledge of each child's needs. Children's welfare and learning is promoted successfully and safeguarding is given a high priority. Effective partnerships, a wide variety of resources and thoughtful use of the environment ensure inclusive practice is mostly promoted in the setting. Children's learning and development is well planned for, although starting points are not gathered as children join the setting. Staff strive to share children's achievements with parents and carers. Plans for the future are focussed, realistic and are underpinned by a strong commitment to provide quality care and early education for all children.

What steps need to be taken to improve provision further?

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

- review and extend arrangements to plan for each child's individualised learning and development and encourage parents to contribute to their children's progress (Practice Guidance page 6)
- ensure care rooms are resourced with materials and learning experiences that reflect children's lives and cultures (Practice Guidance, PSED, page 33)

- extend ways for children for children to find out about and identify the uses of everyday technology and use information technology and programmable toys to support their learning (Statutory Framework, page 15) the future.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting. Knowledgeable staff and clear policies help the team manage any concerns they may have about children in their care. Appropriately vetted staff, most of whom are qualified, and clear induction training means children are cared for by competent adults who promote their well-being. Effective risk assessments are used for the building and external trips. Routine on-going risk assessment ensures the environment is safe for children throughout the day. Staff place a high priority on children's safety and welfare and effective practice underpins this concern. Training is also considered important and the manager ensures staff remain up-to-date with first aid, safeguarding and equality training.

Capable and knowledgeable staff, who know children well, effectively support them as they progress through the Early Years Foundation Stage. Planning supports children to take next steps in their learning and ensures activities take account of their interests. Thoughtful use of the environment provides children with space to allow them to move around freely. Deployment of resources is good and staff use imagination and creativity to support children in their play. Children enjoy the freedom of being in and out doors and are offered stimulating choices in both areas. Sessions offer a balance of child-initiated and adult-led activities; this helps children begin to think independently and they receive appropriate input from experienced staff. Hence, children are confident and make good progress in their development.

The manager and her two deputies know the setting's strengths and areas for improvement and listen to the views of parents and children to help improve the setting. They provide strong, focused leadership which supports a cohesive team who know what they are doing. Planning, observation and assessment is firmly rooted in practice, however children's starting points are not gathered as they join the setting. This potentially delays progress in their learning. Children with special educational needs and/or disabilities make good progress through carefully planned support and relationships with other professionals involved are strong. Staff readily adapt activities so that all children can access them and a clear equal opportunities policy supports them well. The Special Educational Needs Co-ordinator is committed to meeting the needs of all children. Practitioners sensitively support children learning English as an additional language. However, the environment is not sufficiently adapted to encourage their full participation for example, during group times. All recommendations from the last inspection have been effectively addressed.

Parents and carers value the commitment of staff at the setting, and the extensive support they provide. They are confident about the care their children receive and

state that they are happy, settled and progress well. Notice boards, newsletters, daily progress sheets and conversations keep families well-informed about children's care and learning. Partnerships are given high priority and successful inter-agency working ensures children are supported and enjoy continuity of care. Close attention paid to transitional arrangements ensures children progress to the next stage in their education seamlessly.

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

Children achieve well in this setting because staff deliver the Early Years Foundation Stage with enthusiasm, dedication and skill. Timely intervention in children's play encourages children to think, extend their language and interact more effectively with their peers. Planning is flexible, reflecting what children are most interested in and harnessing their enthusiasm. Differentiation of activities enables every child to flourish. For example, staff adapted a craft activity to ensure older children cut out goldilocks figures for themselves, but were on hand to help younger children. Well-documented learning journeys introduce the child's key worker, comprehensively reflect progress and are available each day for parents to see. The member of staff with responsibility for early years checks them regularly with the key worker to ensure that each record is of a high standard. However, they do not yet routinely show children's starting points on entry although these are recorded once staff know the child.

Diversity is an integral consideration, rooted in the fact that many children come from different backgrounds. Staff consider children's feelings and they respond well. However, there are insufficient resources and not enough words in their home language around the setting to help them feel they belong. Children learn about their community and the wider world as they enjoy trips locally and celebrate festivals from around the world. Staff use many opportunities to develop children's understanding of number and there is much spontaneous counting. For example, children counted in group singing time and explored shapes and numbers in the outside play area. They display confidence as they build towers with wooden blocks, and say they have 'made raindrops indoors' as they paint with water on a play mirror. Children link letters with sounds as they snuggle up to a practitioner to read a story and sing number and nursery rhymes on the carpet. They enjoy painting with staff who encourage them to name different colours and repeat them to help develop their vocabulary. They learn to be healthy as they wash their hands before preparing toast, banana and cucumber for their snack. Children independently use technology as they access the computer, and take pictures of one another using a play camera. However, children are offered insufficient support to become confident with technology, which limits the development of skills to support future learning.

Healthy eating is given high priority and staff ensure children eat well each day. They enjoy a variety of healthy snacks and a hot, freshly prepared meal is offered daily. Menus are displayed for parents and they are told what their child has eaten each day. They are also given a sheet offering tips for a healthy packed lunch.

Children follow basic healthy routines as they wash their hands before eating and after using the toilet. They enjoy daily exercise as the stimulating outdoor area is well used. Children are notably secure in this relaxed and delightful environment, showing a strong sense of belonging and relating well to both adults and peers. Staff promote children's self-esteem and confidence using praise, encouragement and a range of techniques. For example, each year, the setting holds a 'Graduation ceremony' for those going to school. Children behave well as staff encourage them to think about others and they share resources and the available space well. Staff speak quietly, calmly and use simple sentences and children react well to their sensitivity and caring words. They respect group rules and regular fire drills help them develop a sense of personal safety and responsibility.

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	3
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

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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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