

Riverside Children's Centre

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 Children's Centre opened in 2006 and is run by South Tyneside local authority. Children have access to an enclosed outdoor play area. The nursery is situated in a residential area of South Shields. It is open each weekday from 8am to 6pm for 50 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 60 children may attend the nursery at any one time. There are currently 54 children on roll in the early years age group. The nursery supports children with special educational needs and/or disabilities.

There are 12 members of staff of whom all hold an early years qualification. One member of staff has achieved Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a warm, nurturing and inclusive environment where children are happy and settled. A well-developed knowledge of each child's needs ensures that staff successfully promote children's welfare and learning. Specific areas of responsibility are held by staff with the exception of behaviour management. Positive partnerships with parents and others ensure a coherent approach to children's care and education. There are successful systems in place to monitor and evaluate practice. These take into account the views of children, families and staff. Consequently, the capacity to make continuous improvement is good.

What steps need to be taken to improve provision further?

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

- review how children's progress records can be continued as they move into the next age group to show their whole learning journey
- appoint a named practitioner responsible for behaviour management issues.

The effectiveness of leadership and management of the early years provision

Robust and effective safeguarding procedures ensure that children are well protected from harm. Staff knowledge of the procedures to follow if they have concerns is very good. Similarly, rigorous vetting procedures for staff promote a high level of safety for children. Risk assessments for indoor and outdoor areas and all equipment, toys and resources, are regularly reviewed. There is closed circuit television installed within the nursery, which helps to prevent intruder access. Staff are dedicated and highly motivated in their work and their own

professional development, which is supported effectively by senior management. All staff have areas of responsibility within the setting, which takes account of their personal skills and interest. However, there is no dedicated person named for behaviour management. The resources are effectively arranged and invitingly presented. Staff make sure that the play equipment, which children access freely, covers all areas of learning and children's interests. This means that children are motivated to explore and remain engaged throughout their time at nursery.

The nursery offers individual and caring support to children who have special educational needs and/or disabilities. There is a special educational needs coordinator to manage learning and care. For example, when appropriate the nursery liaises with parents and other professionals involved in the care, so that individual care plans can be devised. Staff have close working relationships with parents and carers. When parents first register, they complete forms, which detail their child's individual needs. This helps staff get to know the child and means parents' wishes and children's individual needs are well met. The children's daily diaries inform parents about children's care and the activities they have enjoyed. They also encourage parents to make similar daily comments. Parents have opportunities to learn about their children's progress by looking at their learning journals and in-depth discussion with their key worker. This means that parents can become involved in their child's learning and each child is supported in making progress towards the early learning goals. Effective relationships with the link school and external organisations involved with the children are firmly established and contribute well to supporting children's welfare and learning.

The nursery has a good awareness of its strengths and areas for development. Ongoing evaluation of the provision, which includes input from staff and parents, helps the nursery to identify what it does well and what it needs to improve. For example, the most recent survey highlighted that some parents were uncertain about the procedures to follow when making a complaint. Responding to this, staff have implemented changes within their policy document and made it more accessible to parents. The setting has addressed previous recommendations promptly and successfully.

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

Children thoroughly enjoy their time in the nursery because this is a happy, safe and lively place where learning is fun. Children display high levels of confidence in exploring their environment, which is underpinned by familiarity with routines and staff. Staff are enthusiastic and confident. Their positive attitude and interaction with the children helps them to feel valued and builds their self-esteem. Staff's approach to planning is based on careful and sensitive listening, observations and reflection. Thus, enabling them to give priority to child initiated spontaneous play and in doing so identify their next steps accurately. As children transfer into the next age group, their learning journals are given to parents. This means that staff in the new room have to start again from scratch with observations and assessment. Although, this does not hinder children's potential for continuity in their learning, it does not reflect the whole journey they have made within the

nursery.

Children's personal, social and emotional development is very good. They have developed good friendships and play well together, sharing, taking turns and showing consideration for each other. The children's good behaviour has a positive impact on their learning and welfare. Children become confident communicators as staff encourage them to use language for thinking and imagination. Children readily talk about what they are doing and about events from home and toddlers skilfully attempt to string two and three words together. Children's early literacy skills are supported well through stories. Some of the older children have considered their favourite story books and have drawn pictures of the characters from the book. Staff use story time to extend children's vocabulary and understanding as they introduce new words, such as 'title' and 'illustrator'. Staff in the baby room are very attentive to the needs of the children. They confer daily with parents regarding children's care needs and actively implement strategies discussed. For example, working with parents when their child is ready to begin potty training.

Staff take advantage of opportunities throughout the day to develop children's problem solving, reasoning and numeracy skills. Reinforcing counting and number recognition as they play. Older children confidently represent numbers by using their fingers to show how old they are, whilst younger children match and identify colours. Children learn to develop positive attitudes towards themselves and others because staff encourage them to accept difference by talking about different cultural traditions and festivals, which they celebrate with them. Older children have access to computers and computer programmes, which encourages them to use information and communication technology to support their learning. Whilst very young children access more interactive toys, pressing the buttons and dials that cause sound and light. A good range of activities are planned for all children to encourage exploration and investigation, such as spaghetti play, printing and shaving foam. Staff value children's creative work for the learning process and as this is not governed by the end product, they have greater freedom to express their creativity. Everyday children go outdoors to get fresh air and exercise and some show awareness of the benefits of this. They develop good skills in moving in different ways because they make use of a range of outdoor resources, such as, climbing frames, bikes, balls, hoops and push along toys. Interesting outings, such as visits to Newcastle and trips on the metro, further enhance children's outdoor learning.

Children develop a good understanding about the importance of playing safely due to the good systems and clear guidance provided by the staff. For example, children know why they must wear their high visibility jacket when on outings and follow the rules of the walking bus as they go to and from school. Meals are appropriately planned, nutritious and freshly prepared and there are effective arrangements for meeting individual dietary needs. All aspects of personal hygiene are promoted, so that children develop a good understanding of how to wash their hands and brush their teeth independently and why this is important to keep them well.

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
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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	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