

Riverbank Day Nursery

The Grove Cp School, Asfordby Road, MELTON MOWBRAY, Leicestershire, LE13 0HN

Inspection date	20/12/2012
Previous inspection date	06/05/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff have formed lovely relationships with the children and have a good understanding of each child's needs. Children's self-esteem and confidence is continually encouraged through the praise and encouragement they receive. As a result, behaviour is good.
- Children are making good progress because staff monitor their development closely and plan for the next steps in their learning.
- Partnerships with parents are good and they receive lots of information about their child's progress. Staff actively seek the views and comments of parents about their child's learning at home which they incorporate into the planning for their child. This ensures continuity of care for each child.
- Management and staff work closely with parents to ensure the nursery continually improves. They reflect on their own practice and use parents' comments to identify the strengths and areas for development within the nursery. They then take action to enhance the service which has a positive impact on the children.

It is not yet outstanding because

- Children's independence is not encouraged sufficiently in everyday routines, such as making choices at lunchtime and developing skills to serve their own foods.
- There are times within the day when younger children can become unsettled which impacts on the older children, for example, younger children becoming upset during story time which means that the older children are unable to enjoy their chosen story.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the children involved in a variety of activities and looked at their individual learning journeys.
- The inspector looked at risk assessments, documentation and policies and procedures.
- The inspector spoke to parents to seek their views of the nursery.
- The inspector held discussions with staff and with the management.

Inspector

Tracey Boland

Full Report

Information about the setting

Riverbank Day Nursery was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a self-contained single-storey building in the grounds of The Grove Primary School in Melton Mowbray in Leicestershire and is owned by a limited company. The nursery serves the local area and surrounding villages and is accessible to all children. It operates from two

large playrooms and there is a fully enclosed area available for outdoor play.

The nursery employs eight members of child care staff all of whom hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 45 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/ or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- increase opportunities for children to make choices and develop their independence, with particular regard to mealtimes
- revise procedures relating to story time to ensure that all children are settled and enjoy the experience.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy their time at nursery and staff greet them warmly. They happily talk about what they have been doing when not at nursery and all about their brothers and sisters. Staff respond very well and encourage children to tell them their news. This builds good self-esteem and confidence. Children benefit from plenty of fresh air and exercise each day as they enjoy time in the garden and walks in the local area. Here they see lots of wildlife that encourages their understanding of nature and the living world. Staff take activities outside enabling children to further enhance their learning. For example, children enjoy looking for bugs in the garden. They use magnifying glasses to look closely at the worms and bugs and talk about what they have found. Children choose from an interesting range of activities and resources that encourage language development, together with their ability to count and be creative through their use of a variety of materials, glitters and glue. This effectively supports their all-round development and as a result children are happy, relaxed and progressing well.

Children actively engage in a variety of activities that encourage their hand-eye coordination. For example, they use glue sticks when creating a variety of pictures using glitter and collage materials. The rooms are full of the children's art work and children

enjoy telling their parents how they made them. Labels are used within the rooms and children's names are included on flashcards. They collect their name cards and place them in a basket to show that they are present and also at snack time, enabling staff to monitor when children have eaten. Children begin to identify the first letters of their names and the various sounds of letters at circle time and when playing, as staff encourage them to make the sounds. This encourages their language development, alongside staff repeating words to ensure children start to say them correctly.

Parents share lots of information about their child which they record on an 'all about me' document, which enables staff to understand the starting points in their learning. Staff use this information very well to plan for each child, successfully identifying their interests and needs through observations and the ongoing written information they gain from parents.

Children enjoy talking about things they have done and family occasions and events and staff encourage them to talk about new siblings and other key adults in their lives. Staff extend children's understanding of cultural events and celebrations through activities and discussions they have with the children throughout the year. Children enjoy tasting foods from around the world and their understanding of similarities and differences is supported through the small world play and dolls house as well as books, puzzles and the role play area. Therefore, children gain a good insight into the world around them and how other children live.

Children's independence is encouraged during the day. They make choices with regard to the activities and resources they wish to play with and when choosing what they would like for their snack. However, children's independence is not consistently promoted as their main meals are served directly on their plates. Therefore, they do not have the opportunity to make choices about the foods they would like nor do they develop self-help skills. This means they are not able to consistently improve their skills wherever possible.

The contribution of the early years provision to the well-being of children

Children are happy, relaxed and settle well into the nursery and relationships between staff and children are very good. A gradual settling-in process enables parents and children to become familiar with staff and the routines of the day, encouraging their feeling of security. Staff also develop a good insight into the individual needs of the children, enabling them to effectively meet their needs. Children confidently say goodbye to their parents and settle well into their chosen activity and parents express their delight at the service provided. They particularly feel the family ownership of the nursery makes them feel secure in the knowledge that the children's best interest are a priority and that they are able to talk to the staff at any time should they need to. Parents and staff share information daily and regular newsletters ensure parents are kept up to date with forthcoming events and activities. Their views are actively sought about their child's development at home which enables staff to be confident that they have current information about each child. Therefore, they are able to effectively support children and provide continuity of care.

Children's self-esteem and confidence continually grows through the praise and

encouragement they receive throughout the day. This supports them when they move to other settings. They learn to take turns and share the toys and resources. Staff encourage older children to be very careful when the younger toddlers and babies come to visit them at the end of the day. However, there are times within the day when the younger children's behaviour impacts on the older children. For example, younger children can become disruptive or upset during story time which impacts on the older children's ability to hear and fully enjoy the story being read.

Children develop an understanding of the importance of their own well-being and good hygiene routines are encouraged. They wash their hands at appropriate times throughout the day, such as mealtimes, after messy play and when using the bathroom. Babies care needs are met very well and staff follow clear routines to ensure their comfort is maintained at all times. They sleep as they need to and fresh bedding is provided. Staff provide lots of reassurance to the children and affection is readily given and received. Children enjoy freshly prepared meals each day that take account of their dietary needs and preferences and provide a balanced, nutritious meal. Menus include roast meals, pasta dishes and foods from around the world. Visual routines are displayed to enable all children to be involved in the nursery day, for example, pictures show the routine for snack time. This is especially important for children with special educational needs and/or disabilities and where English is an additional language and key words are sought to enable staff to communicate verbally. This successfully helps children to communicate and understand what is happening throughout their day.

Children are developing an understanding of keeping themselves safe near the roads when on trips and outings in the local area. They become familiar with the evacuation procedure in the event of an emergency as they practise it regularly. Management evaluate the fire drills to ensure the procedure remains suitable. Therefore, children develop a clear understanding of how to keep themselves safe.

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

Staff demonstrate a good understanding of their role and responsibility with regard to safeguarding children in their care from abuse and neglect. Robust systems are in place for the recruitment of staff ensuring each one is suitable to care for children. Thorough appraisals and staff meetings enable management to effectively monitor staff's knowledge and practice and share good ideas. Staff are proactive in ensuring children's safety is maintained and daily risk assessments are completed to ensure all areas are safe, secure and suitable for the children, parents and staff. Therefore, safety is maintained throughout.

Management and staff have a good understanding of the nursery's strengths and areas for development. They monitor the quality of the educational programmes and planning and assessment very well and are continually looking at ways they can enhance their current practice. The nursery seeks advice and guidance from the local authority and actively engages with parents to gain their views of the service they receive. The information is

used in conjunction with staff's own views of the care provided to continually enhance and develop the service they provide.

Staff receive lots of support in their own professional development and identify their individual training needs through appraisals and ongoing discussions. They attend training courses to meet these needs, ensuring their knowledge in the childcare field is continually developing and they are aware of current legislation. Strong links with other professionals within childcare are in place and support from outside agencies enables staff to effectively support children's needs. As a result, staff and parents work closely and any additional support contributes to meeting children's needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for

registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY403838
Local authority	Leicestershire
Inspection number	892627
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	38
Number of children on roll	45
Name of provider	Down by the Riverbank Ltd
Date of previous inspection	06/05/2010
Telephone number	01664 857 027

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

