

# The Riverside Nursery

Riverside Ind Est, Branch Road, LOWER DARWEN, Lancs, BB3 0PR

**Inspection date** 03/04/2013  
Previous inspection date 17/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Children of all ages are relaxed and purposeful in their exploration of this well-resourced nursery. They demonstrate high levels of independence and curiosity. The good range of independent and well-planned adult-led activities ensure that they are active learners and make good progress in their learning.
- The caring staff team ensure that children are warmly welcomed and that strong bonds with key persons are quickly established. Staff demonstrate a sense of fun which delights and helps the children to feel safe and confident.
- The staff team work very well together and provide positive role models for the children. Well-established routines ensure children feel at ease, behave well and eagerly join in activities with staff and other children.
- Good information is shared between parents, staff and other relevant services or agencies so that each child's individual health and learning needs are clearly known and met well.

### It is not yet outstanding because

- The outdoor learning environment is not as well-organised as it is indoors for children to use their very good developing numeracy skills or to do things differently or on a bigger scale, such as build with crates and boxes.
- Communication technology equipment and the ways it can be used to extend children's highly focused learning; including how it operates, have not been fully explored.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 equipment and activities in the four playrooms, the outside play areas and the nature walk and vegetable patch.  
The inspector held meetings with the manager, the company's coordinator, special educational needs coordinator and also held several discussions with various members of staff in each of the playrooms.
- Prior to the inspection the inspector took account of information received by Ofsted relating to the care of children.  
During the inspection the inspector discussed with the manager and staff the ways they self-evaluate. He viewed documentation regarding children's assessment and planning records. Regulatory documentation regarding adults' suitability, children's details, risk assessments and other pertinent safety procedures were also viewed.
- During the inspection, the inspector interacted with children and spoke to some of the parents.

## Inspector

Frank Kelly

## **Full Report**

### **Information about the setting**

The Riverside Nursery was registered in 2007. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is one of two settings run by a limited company. It operates from purpose built premises located in the Lower Darwen area of Blackburn. Children have access to four playrooms and three secure outdoor play areas.

The setting opens Monday to Friday, 51 weeks of the year, with the exception of Bank Holidays. Sessions are from 7.30am until 5.45pm and children attend for a variety of sessions. There are currently 138 children attending, all of whom are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children, who speak English as an additional language and those with special needs and/or disabilities.

The setting employs 22 members of childcare staff. All hold appropriate early years qualifications with one member of staff holding a B.A. Honours early years degree and another with an early years foundation degree. One member of staff holds Qualified Teacher Status at secondary level and also has a relevant early years qualification at level 3. Three members of staff hold qualifications at level 4 and another 12 at level 3. Three members of staff hold qualifications at level 2 and there are three members of staff who are working towards additional qualifications at a higher level.

### **What the setting needs to do to improve further**

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

- improve children's opportunities to explore and operate information and communication technology equipment, such as, karaoke machines and torches; and to extend the use of other resources, for instance, digital cameras and the programmable bugs to enhance children's problem solving skills
  
- extend the opportunities for children to experience an outside environment that is as rich in the usage of numbers as the indoors, for example, through the use of numbers on the doors and by creating and numbering parking bays; provide larger crates, boxes and other materials for children to join together and build with to extend their opportunities to do things differently or on a bigger scale.

## Inspection judgements

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

The nursery is thoughtfully and pleasantly organised to encourage the children to feel safe and to want to play and explore. Teaching is rooted in staff's good knowledge of how children learn through play and appropriate adult support. Planning for children's learning is systematically undertaken and based securely on the staff's awareness and observations of the children's current interests and capabilities. For example, babies showing signs of tentative walking are provided with tools to support their balance, such as walking trolleys. Throughout the day staff enthusiastically encourage the children to take risks and make steps alongside furniture and towards them. Good information gained from parents before children start is used very well to help to engage and settle the children. Staff undertake and record regular events from the children's play and use this information to support planning for the children's next steps in learning.

Information sharing with parents is encouraged through daily discussions and 'WOW' sheets if children achieve something significant or new. Parents are invited to share information about what the children are doing at home. The records of children's progress are recorded and suitably updated by staff and are available for parents to see if they wish. Parents' evening and stay and play sessions provide further chances for the exchange of information about children's progress, during which parents are invited to add their comments if they wish.

A two year developmental check has been created and is used to support, where relevant, other professionals' assessments. The setting demonstrates a secure understanding of the relevance of such a check as a tool for implementation of early intervention strategies. Staff in all rooms confidently use the 'Development Matters in the Early Years Foundation Stage' document as a base for their planning and assessment of children's needs and progress. This ensures they can identify if children are operating within, below or above the expected developmental stages.

The good management and staff training provided ensure staff remain up-to-date with changes to the Early Years Foundation Stage. It means they are confident about and familiar with the prime and specific areas of learning; and how the children's play links to individual aspects of each of the seven areas of learning. They understand and explain the connections well and plan activities that have a strong focus on promoting the prime areas of learning and, where relevant, aspects of the specific areas of learning. For example, two-year-olds enjoy a participation story with lots of props about a girl and bears. They learn about size and have a chance to extend language, including some mathematical terms, as they choose from a big, small or tiny bowl. They taste porridge and learn to wait for their turn, which is promoting their social skills. Staff introduce discussions about feelings of sad and happy. Following the story they provide the children with a chance to make happy and sad faces out of play dough and pasta shapes. This helps the children to use their manipulative skills as well make practical connections in their learning and understanding. It also provides chances for early counting and develops their play and exploration as they use familiar materials in different ways.

Children's language skills and development are effectively encouraged throughout the nursery. Fostered by the staff's natural enthusiasm and frequent use of songs and word games. For example, children under two look at pictures, such as farm animals. Staff encourage the children to say the words and they sing songs to encourage the children. For example, when children make grunting noises for a pig, they burst into raucous renditions of a song about an old man and his farm. Much to the delight and excitement of the children present. Younger children squeal, burble and bounce along to the happy rhythms. Pre-school children benefit from staff's skilful planning and use of activities to encourage their critical thinking and use of recall skills. Children respond enthusiastically and demonstrate their ideas with assured confidence. For instance, during a gardening activity, staff ask the children if they can explain what the gardening tools are for and what they should place on the compost heap. Children's confidence is further enhanced as staff are respectful and show sensitivity to their ideas. For instance, a child suggests that a spring bulb is an onion and another confirms this thought as he announces, 'It's purple like an onion'. The member of staff agrees that it does look similar to an onion and encourages the children to plant it and place it in the greenhouse; so they can see what happens if it grows.

Children are enthusiastic learners and busy in their play as they go about their day. The well-planned playrooms and visually stimulating displays help children to use lots of different skills. For example, the pre-school children are eager participants in activities that involve number problems. For example, they sing and act out five little ducks, problem solve when setting out the tables at lunch time and eagerly count along number lines. They show good counting skills as they identify when adults miss out the number four. They can name which number comes after nine. They enjoy books and eagerly write and draw for a purpose. For example, some children form recognisable letters of their first name and show an eagerness and interest in extending this to their surname. After adult-led activities the pre-school children are invited to recall what they did in picture form on the floor books. During this activity the staff take notes to record the children's comments and thoughts. Children enjoy looking back over the previous experiences, for example, they talk animatedly about the Chinese New Year page and images. They talk amongst themselves recalling if they were a 'Rat or Monkey'. These types of activities, along with good daily routines, mean that children are developing confidence and an interest in learning. They are developing the concentration skills and the understanding of early counting and reading which is supporting their developing readiness for school.

There is lots of interesting equipment which help children to become exploratory learners. For example, babies have access to baskets of natural materials, such as, pieces of textured fabrics and metal and wooden utensils to squash, touch and make noises with. All rooms have sand, water, play dough and creative materials for arts and crafts. Things to build with and a reasonable range of technology, such as, pop-up toys and toys that make noises when buttons are pressed. Computers, listening boxes and an interactive whiteboard are also accessible to the children. However, there is less choice within the two-year-olds room, for example, torches and karaoke machines. Digital cameras are used by staff but there is less provision for children to use them independently and staff have not fully explored the ways they could use these types of equipment to support the children's critical thinking. For instance, by taking photographs of familiar people or parts

of the setting from a different angles. Construction materials are suitably included in lots of ways and the setting has identified this as one of the aspects to be improved when children are in the outdoor play environment. However, at present children do not have frequent opportunities to join together resources or construct on a larger scale. The managers are currently developing and improving the outdoor play spaces to provide children with the same quality learning environment that is provided indoors. They acknowledge that, while there are some numerals displayed there is less representation of numbers to allow children to practise their emerging mathematical understanding in practical ways, such as matching numbered vehicles to parking bays.

Toys, books and posters represent the diversity within today's society and help children learn about differences of culture and ability. Activities linked to the celebrations of cultural events, such as Easter and Chinese New Year, allow the children to learn about other people's lifestyles. This comparing of similarities and differences of their own experiences supports them to develop positive attitudes towards difference.

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

Children's immediate needs are very well-attended to in this setting. Staff are knowledgeable about children's needs. The effective partnership with parents and other professionals in place ensures that care plans specific to the children's unique needs are created before children are cared for. This includes staff undertaking a range of training to ensure that children's health and physical care needs are fully understood. This ensures that children's safety and well-being is very effectively attended to. Children's dietary needs are known and very well-met. For example, cakes made with lactose-free ingredients mean children enjoy the same experiences as their friends while meeting their own needs. Staff and managers have a good understanding of inclusive practice, which is reflected in the way activities, equipment and furniture are organised. For example, good space is provided so children who use wheelchairs can manoeuvre independently and reach resources safely. For those children unable to stand unaided there is always favourite activities, such as paper and chalks on the floors, so they can make marks and draw as they choose; as well as playing with the other toys and activities that staff set out.

Staff are welcoming and gentle in manner when interacting with the children. They greet them enthusiastically and with great interest. Consequently, children are eager to be in the nursery; they arrive happily, running into playrooms and talk freely about recent events, such as going on a train or an aeroplane. The staff's interested responses help them to feel valued and good about themselves. Therefore, children are confident and demonstrate a strong sense of community. They behave well and show concern and respect for each other. For example, one child fills and passes cups of water for his playmates. A traffic light warning system is used so children understand when they are becoming too loud. This monitoring of the noise creates a better learning environment as children remain relaxed and are less likely to become over-stimulated. Staff's simple but nicely phrased reminders help the children to think about what they are doing and respond well. For example, when staff notice children becoming giddy and straddling the mini sofa, they suggest in a gentle and thoughtful tone that 'They see something they are

not sure they like'. This alerts the children to their unwanted actions and they respond very quickly by climbing down and returning to activities nearby. This also promotes their understanding of being safe.

Children learn about healthy diets through planting and growing in the recently developed vegetable patch. They enjoy lots of opportunities to be physically active. Children under two have good space to crawl and roll, those that are more mobile enjoy chasing bubbles and 'scooting' along on the sit and ride toys. Older children run around, enjoy games of catch with a ball and master their balance and coordination as they climb and slide on the fixed activity frame. Children in the pre-school have opportunities for swimming sessions in the nearby pool complex which is part of the organisation's extended services.

The good use of daily routines, such as mealtimes, helps children to develop their social interactions and physical self-help skills. When prompted, children over three explain about germs and the need to wash hands. Babies enjoy feeding themselves with finger foods at snack time and toddlers serve themselves with croutons for their soup during afternoon tea. Pre-school children serve their own portions at lunchtime, helping to clear away their plates when they have finished. This emphasis on self-help skills, along with the close working partnerships with the nearby school, is actively supporting older children for their next significant steps in life and learning. Good engagement of parents is facilitated when children make transitions through nursery. Staff create a summary of the children's overall progress when they begin to prepare to move into the next developmental group in nursery. Children have visits and time to develop relationships with their new key persons which promotes a smoother move for children as their world and experiences extend and expand.

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

The setting is well-organised and the management team has implemented effective change to ensure that revisions to the Statutory Framework for the Early Years Foundation Stage have been fully met. On a daily basis the setting is very well-organised and maintained in an efficient and safe way to promote the children's safety and well-being. A programme of regular maintenance and ongoing servicing and checking of safety features, such as, the extinguishers and detection systems, further contributes to the safe management of the premises. Security is efficiently managed with restricted access to the premises and children are supervised very well. The setting is very clean and good hygiene procedures across all aspects of the provision are implemented. This inspection was prioritised by Ofsted because concerns have been raised relating to safeguarding. Should children have an accident as they play the setting demonstrates that procedures are followed as required by the Statutory framework for the Early Years Foundation Stage. This includes informing parents about any accidents and sharing their written records about the first-aid treatment given. Reviews are undertaken to identify the possible causes of any injuries and actions are taken where appropriate to minimise the risks further. For example, after a foot injury occurred the practice of not allowing children to wear Wellington boots when indoors was introduced. Risk assessment is also undertaken with regular review as needed to promote safe practices.

The setting has relevant and detailed policies that are reflective of the Local Safeguarding Children's Board requirements and the Statutory Requirements of the Early Years Foundation Stage. For example, the policies regarding safeguarding children have been updated to include whistleblowing and the appropriate use of mobile phones and other electronic media while in the setting. The management team's expectations regarding staff conduct is clearly detailed and all staff have undertaken relevant safeguarding children training. The manager, who is the nominated individual for coordinating safeguarding concerns, has undertaken a higher level of training; as well as other relevant training, such as safer recruitment training. This strengthens the already robust systems the organisation has in place; to ensure that adults employed to care for children have the relevant suitability of character, experience and training. Regular team meetings are undertaken to ensure that staff remain up-to-date with the safeguarding procedures. Consequently, staff are confident in the steps they need to take should they have concerns about a child's safety and well-being.

Good strategies have been implemented to ensure that staff understand the ways they should support children's learning through their planning and assessment of children's needs. Training events, such as those linked to identifying the characteristics of effective learning, have been provided for staff. This supports them in recognising and identifying ways to foster the children's positive attitudes to learn and try things. The management team has a programme for regular appraisal and supervision during which staff's development and supporting children's needs are identified. Close contact with the local early years team is in place and the management team demonstrate continuous improvement since the last inspection. For example, all recommendations from the last inspection have been fully met. This includes the reorganisation of lunch time routines that allows children greater choice and more independence. There has also been an increase in the range of resources that reflect the wider diversity of society and the way they are deployed throughout all areas of the nursery.

Self-evaluation is taking place on a regular basis. The setting is using audit tools from a quality assurance scheme undertaken by the organisation's other setting to use as part of the ways the management team monitor and plan for improvement. Investment by the company is evident and recent improvements, such as, the addition of low-level sinks in the pre-school room and the development of the extensive and extremely well-organised vegetable patch/growing area; is enhancing and creating a greater quality of experiences and learning for the children. Children are consulted in ways appropriate to their development, for example, their contribution to the floor books, and they can choose activities of their choice from the low-level storage. Parents are being consulted on their views as part of the engagement about the children's learning and progress and when children leave both parents and children are invited to complete an exit questionnaire.

Information for parents is freely available throughout the setting. Displays about play and children's learning are updated regularly and a monthly newsletter includes information about the current themes in each playroom and any events that are taking place. The setting works very well with wider agencies and organisations to ensure that equipment and staff's understanding of how to support children's unique needs are securely known. This effective partnership is enabling staff to take a proactive approach to ensure each



child is well-supported. It supports staff to prevent children from being disadvantaged and to make good progress based on their individual starting points and abilities.

### **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 action. 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

<b>Unique reference number</b>	EY357087
<b>Local authority</b>	Blackburn
<b>Inspection number</b>	907813
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	76
<b>Number of children on roll</b>	138
<b>Name of provider</b>	Riverside Nursery (Lower Darwen) Limited
<b>Date of previous inspection</b>	17/11/2011
<b>Telephone number</b>	01254 695777

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## 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, which are usually the childminder's 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.

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