

Riverside Day Nursery

C/o David Lloyd Leisure Club, Riverside Way, Pride Parkway, Pride Park, DERBY, Derbyshire, DE24 8HX

Inspection date	29/04/2013
Previous inspection date	29/07/2010

The quality and standards of the early years provision	This inspection:	
	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 thrive as they are happy and enjoy what they are doing at the nursery. They form secure bonds and emotional attachments with staff and are enthusiastic, confident and eager to learn.
- Partnerships with parents and carers are very effective and contribute to ensuring children's individual learning needs are quickly identified and met.
- Staff demonstrate a good understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The thorough implementation of robust policies and detailed procedures successfully promotes children's safety and well-being.
- Children benefit from the robust self-evaluation of the setting and the effective monitoring of staff both through regular meetings and room observations.

It is not yet outstanding because

- There is scope to extend opportunities for children to reflect on successes, achievements and their own gifts and talents by increasing their involvement in themed displays.
- Children's understanding of the world is less enriched as there are few opportunities for them to make observations of animals and for babies and toddlers to explore the environment and surfaces outside the setting.

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 staff engage in a range of indoor and outdoor learning activities, play and daily care routines with the children. The inspector supplemented all observations with pertinent questions.
- The inspector held discussions with the manager, staff and children.
- The inspector looked at samples of children's assessment records, planning documentation, the settings self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Yvonne Layton

Full Report

Information about the setting

Riverside Day Nursery opened in 1998 and is part of the Asquith Court Nurseries Limited. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the city of Derby, in Derbyshire. It operates from purpose built rooms within the David Lloyd Leisure Club and there are fully enclosed areas available for outdoor play. The nursery serves a wide catchment area. They also provide creche facilities for children whose parents attend the leisure club.

The nursery employs 26 members of child care staff. Of these, 23 hold appropriate early years qualifications at level 2, level 3 and level 4. Two staff hold early years professional status. The nursery opens Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 111 children attending who are in the early years age group. The nursery 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 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:

- develop further children's understanding of the world by providing more opportunity for them to make observations of animals and for younger children to explore puddles, trees and surfaces, such as, grass, concrete or pebbles outside of the setting

- extend further opportunities for children to reflect on successes, achievements and their own gifts and talents by increasing their involvement in themed displays.

Inspection judgements

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

The nursery offers a welcoming environment where children are eager to try the activities on offer. Their learning and development needs are met strongly because staff move around the room, providing individual attention as they get down to the children's level. The quality of teaching is good and they encourage and extend children's learning as they give them ideas, provide challenge and get them to think critically about the activities they choose and are involved in. Children's learning is expanded as they complete group

'Talking and Thinking Books'. Each key person sits with their children and they discuss events and their ideas. These are recorded as a group and used to plan activities and themes. For example, a child's visit to the space centre results in an extended theme about space, including children's research of the planets on the Smart Board, making a display and creating a planet book.

Effective procedures are in place to observe, assess and plan for children's individual progress. Activities and opportunities are planned around the children's interests, whilst taking into account their next steps in development. Children are provided with motivating and exciting experiences that help them to make good progress across the seven areas of learning. There is a high focus on the prime areas of learning which enables children to be well-prepared for the next stage of their lives and in preparation for school. Comprehensive observations and assessments, summative reports and the progress check at age two makes sure children are reaching their developmental stages and are making good progress. Staff are knowledgeable about each child's stage of development and correctly identify the developmental age bands for each child. Procedures for monitoring children's starting points are effective in tracking the progress they make over time and involve parents' contributions well. Staff provide interesting and challenging experiences that meet the needs of all children, including children with special educational needs and/or disabilities and who speak English as an additional language.

All children are helped to make their own choices and develop their learning as they are able to choose their own activities from a good range of resources. Practitioners are skilled in supporting them to make their own decisions as they are able to choose to complete the activity or move onto something else. Babies are helped to develop as they have access to low-level mirrors and activities. In addition, they can explore texture as they use natural resources. The layout of the rooms promotes children's choices. For example, art and craft areas provide a wide variety of resources for them to experiment with and explore. Books are readily available and children enjoy listening to familiar stories.

Children's language and communication is fostered efficiently by staff extending their vocabulary and thinking as they ask open-ended questions and listening carefully to the children's responses. For example, their communication is enhanced as staff encourage them to talk about what they are feeling as they explore, with their hands, a 'dinosaur marsh' activity made from cereals, water and flour. Children use words, such as 'fluffy' and they decide if it is hard or soft, cold or warm. Children extend the activity themselves as they add other animals. All children have good experiences in the outside environment, which provides opportunities for them to learn and develop. However, although babies and toddlers are taken in pushchairs for regular walks, they do not have opportunity to leave the pushchair to explore different things, such as, trees, puddles and different surfaces including, grass, concrete and pebbles.

The wide use of the written word, including children's names, assists them in early reading and writing. For example, each child has their own photograph and name on a placemat at mealtimes. In addition, this ensures individual needs are well-met as the placemats are colour coded to identify dietary requirements. Staff extend children's recognition of number, counting and measuring in everyday play and through activities, such as counting and colour matching brick towers they have built. Children's own creativity is enriched as

they express themselves freely in imaginative play, art and craft. For example, children learn about colour as they mix paint and enjoy free expression as they create their own floor paintings. There is scope to enhance opportunities for children to reflect on successes, achievements and their own gifts and talents by increasing their involvement in themed displays as some displays are overly adult-influenced.

Staff plan themed activities well in order to ensure children's learning is fully supported. For example, staff use a related story to support a seedling planting activity. This is extended as children find and explore the roots and talk about how they help the plant to grow. Children learn about nature and the community as they visit the canal to feed the ducks and collect leaves and twigs, which are used in creative activities. Older children visit a monkey world and this leads to an extended theme about monkeys. However, generally children have less opportunity to observe and interact with animals other than through pictures and books.

Children's learning, development and care benefit from the extremely effective partnerships with parents. Staff work well with, and involve them to enable them to play a full and active role in their child's learning. For example, each room has a number of files and display with photographs of and ideas about activities for parents to use. They complete home observations and are encouraged to participate in their child's play by using 'Riverside Top Tips' which gives information about activities, such as dough making, recipe's and home activities. Staff make sure that children with special educational needs and/or disabilities and who speak English as an additional language are fully supported to make progress in their learning by personal individualised communications between parents and the staff.

Children are fully supported in the transition from home to the nursery. Staff gain a good understanding of their individual preferences, interests and starting points and use this to provide experiences that allow them to flourish in the setting. Staff enhance children's future skills as they support them to use an extensive range of technology resources, including, a light board, computers, smart board and programmable toys. They use magnifying glasses and skilfully use tools, such as scissors, musical instruments and compact disc players. Children are well-prepared for school as the staff actively promote independence and group skills. The setting has established an effective system for communication with schools and other providers to make sure children are well-prepared for entry into school.

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

Close and caring relationships and secure attachments ensure children are secure, happy and confident in this friendly, welcoming setting. Staff know the children well and therefore, are able to meet their care and learning needs effectively, including those children who speak English as an additional language and with special educational needs and/or disabilities. Children thrive and enjoy the different experiences offered as staff give consistent support and provide an environment that meets their learning and development needs well. An effective key person system makes sure that strong relationships are

formed between staff, children and their families to promote a good level of well-being. Children's work and photographs of them participating in activities are attractively displayed, which contributes to their self-esteem and sense of belonging. Children demonstrate through their behaviour that they feel safe and secure within the nursery. Soft furnishings in the baby room help to provide a 'home from home' environment, which enables them to settle. Baby care routines are well-known to meet their individual needs and a daily diary keeps parents and staff informed of changing needs.

Children are given the confidence to explore and become involved. This is because the staff nurture and encourage them. Children behave well because the nursery has established rules based on kindness, safety and respect. Staff consistently encourage them to remember the rules and children respond and recall them easily. For example, when children use the stairs staff remind them about how to behave and they explain why it is important. Staff engage children well to learn about other cultures and people through planned and spontaneous discussion and activities. They enjoy national and international festivals and celebrations. In addition, children learn about and are involved in charity events. All of which enables the children to learn about other people, become more alert to the needs of others and about caring for each other.

Physical skills and exploration are very well-promoted as children can undertake challenges as they use a wide range of physical resources and activities indoors and outside. For example, large and smaller climbing equipment, parachute play and ramps and steps. In addition, children access facilities within the leisure centre, including soft play, the dance studio, where staff take them to enjoy music and movement sessions, tennis and yoga bump sessions. The nursery also offers additional activities, such as swimming and ballet. Children learn about their bodies through activities, for example, an imaginative surgery encourages learning as they talk about and practice taking a member of staff's blood pressure and bandage her arms.

Children are given healthy choices at snack and mealtimes. Meals are freshly made by the nursery cook and provide a balanced diet. In addition, they cook and bake and learn about healthy eating through displays. Children positively learn about safety and self-care by routine activities and discussion. For example, a visit from a dentist enhances their learning about looking after their teeth. They learn about keeping safe as they interact with the police and fire service at the nursery. Self-care is promoted as the children benefit from established hygiene routines.

Older children have good opportunity to develop their independent skills, as they are encouraged to do up their own coats and serve themselves at mealtimes and snack times. All children are encouraged to tidy away activities appropriately. Children are well-prepared for any transitions in their life and for entering school. Staff build respectful and caring relationships with all the children and their families. Transitions between rooms are carefully planned to make sure children are secure. Older children are fully prepared for the school environment because staff make sure they are confident and well-prepared socially. Therefore, children make good progress in their learning and development.

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

Children's experience is enhanced as the management and staff have a good overview of the learning and development requirements. This is because they have a solid knowledge and understanding of the prime and specific areas of learning and how children learn. They identify children's progress by using development assessments, including the progress check at age two and by regular summative reports on all children.

Children are well-protected because staff have a strong understanding of safeguarding procedures and know when to take action to safeguard children in their care. Staff are very aware of the possible signs of abuse and know what to do if they have concerns about a child. Children's well-being is assured as the premises are very secure and staff supervise the children at all times. For example, all access doors are key coded, staff complete regular head counts and all adults sign in and out of all rooms. They have secure collection procedure, which ensures children are collected by a known adult. Effective recruitment, training procedures and on-going suitability checks of staff are in place. In addition, efficient safety procedures, routines and detailed risk assessments provide a safe environment. There is a good range of policies, procedures and records, including effective accident and medication records and use of mobile phones and social media, which positively support the safety of the children and the management of the setting.

Partnerships with parents are highly effective therefore, ensuring children's care, learning and development are enhanced. The management and staff have excellent communication with parents to ensure continuity of children's care, learning and development. For example, there is a strong commitment to make sure that parents have daily discussions with staff and that they are confident to discuss any issues with staff and management. Parents can contact a help-line for any queries at the company head office. Written information about the daily care and learning of the children is also provided at the request of parents. In addition, parents have access to detailed files and displays that cover multiple aspects of early education and children's care. Parents easily access and are fully involved in their children's learning journeys. They share their observations at home and the information is used to extend children's experiences. Parent newsletters and open days enhance the quality of partnerships. Children's care, learning and development are enhanced by the nursery's secure liaison with other agencies.

Children's well-being is promoted strongly as the nursery has very good monitoring and evaluation in place. Management are highly involved in the practices of the provision. They take great interest in the delivery of Statutory Framework of the Early Years Foundation Stage and how staff are implementing it through their regular, focussed monitoring of staff practice. Appraisals are held for all staff and the observations made by management of staff performance clearly focus on their professional development to ensure they are able to maintain and improve their knowledge and practice. Leadership constantly pursue excellence within all areas of the provision. They are inspirational to staff as they drive further improvements and achievements to maintain their overall high levels of practice. All staff are included in the self-evaluation process of the provision. Parents are regularly asked for their opinions and children are listened to and their ideas

for further resources or activities they wish to undertake, are also acted upon. All of which, ensures that children's care, learning and development needs are fully met.

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

Unique reference number	EY283239
Local authority	Derby, City of
Inspection number	910028
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	81
Number of children on roll	111
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	29/07/2010
Telephone number	01332 372127

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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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