

Riverbank Day Nursery

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

Inspection date	10/09/2013
Previous inspection date	20/12/2012

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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children form extremely secure and emotional attachments with staff and show very high levels of confidence and independence. They are enthusiastic to join in with activities which thoroughly stimulate and challenge their learning.
- Excellent partnerships with parents, carers and other professionals are extremely effective at ensuring children make very rapid progress in their learning and development given their starting points.
- Staff have an excellent knowledge of how children learn, and provide a varied and imaginative range of activities. Children's development is extremely well-monitored and their next steps in learning accurately identified and planned for.
- Management are highly motivated and dedicated to providing the best quality childcare for all children. The nursery is constantly monitored and evaluated to ensure children benefit from a continually evolving provision.

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 children's activities in the pre-school room, baby room and garden.
The inspector held a meeting with the manager and spoke to her and staff at appropriate times throughout the inspection. A joint observation of an activity was carried out.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Carly Mooney

Full Report

Information about the setting

Riverbank Day Nursery was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery serves the local area and is accessible to all children. It operates from a single storey building in the grounds of The Grove Primary School, Melton Mowbray, Leicestershire and there is a fully enclosed area available for outdoor play.

The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round except Christmas and bank holidays. The hours of opening are from 7.30am until 5.45pm. Children attend for a variety of sessions. There are currently 40 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 a small number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- incorporate further opportunities to explore and investigate the natural world more frequently, within the outdoor area.

Inspection judgements

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

Staff have very high expectations of all children and endeavour to give them the best possible start in life. Children are highly respected as individuals and staff demonstrate a superb knowledge and understanding of individual children's learning needs. They speak extensively about all children and show a deep appreciation for their diverse backgrounds. Planning is thorough, incorporates all areas of learning very well and is primarily based on children's interests, which is flexible to suit children's adapting needs. For example, an outing to visit a dentist's practice resulted from some children's uncertainty about a dentist, as they had not yet encountered one. Assessment of children's development truly embraces the thoughts and ideas of all those involved in the children's learning. The findings from observations of focussed activities are shared and discussed with parents and they contribute updated information each month about their child's constant learning and knowledge at home, including any new interests. This information from parents is highly valued by the child's key person and incorporated successfully into children's individual planning of activities within the nursery to support their ongoing learning in both

settings.

The nursery is very well-resourced and organised highly effectively to promote independent play. Children spend quality time in the outdoor area which extends and provides different challenges in children's learning. For example, numbered cones in an obstacle course require children to think about counting and order, as they drive their car in and out of the cones. Young children are encouraged to learn vital problem solving skills and independence from a young age. For example, children who realise they cannot reach the tap to wash their hands after a gluing activity, find a suitable resource to stand on in order to reach and complete the process without help. As a result, children are making rapid progress in their development, given their starting points and are gaining a vast range of skills that will support them superbly in their future learning and their progression into primary school.

Staff build children's vocabulary by giving choices, modelling clear language and repeating words and sentences for reinforcement. They ask suitable questions during activities which encourage children's thinking skills. For example, during a gluing activity, staff ask children about the shapes and colours they have selected and introduce young children to the concept of size by comparing big and small shapes. Children receive lots of praise and encouragement when they correctly observe that they have two big circles on their picture. Older babies vocabulary is extended as they are introduced to new words to describe the feel of paint on their fingers and toes, such as 'cold' and 'tickle'. Books are readily available and babies enjoy the one-to-one interaction, as they choose a book and take it to a member of staff to read.

Community life is supported very well by the nursery as children spend quality time out and about. For example, they decorate a Christmas tree to display in the local church each year, attend the library on a regular basis and explore the natural environment through local nature walks to hunt for mini-beasts or collect leaves in autumn. In the garden which is all hard floor, children have a raised planting and growing area where they grow and tend to fresh produce, such as strawberries in the summer months, to gain an understanding of where food comes from. However, staff are currently considering how they can further incorporate daily opportunities for children to more freely explore the natural world, for example, by independently digging in mud.

Staff are meticulous in ensuring that children's needs are quickly identified and the correct support put in place where children have a special educational need and/or disability. Staff are highly experienced in working extremely closely with children's families and outside professionals, such as speech and language, to fully provide for children's individual needs. Children explore and learn about their own customs and traditions and explore and learn about a number of festivals from around the world, for example, Chinese New Year. Staff also recognise the cultural backgrounds of the children who attend the setting and fully embrace their cultures, beliefs and language, incorporating it into their play. For example, children see their home language through labelling around the nursery and through resources, such as computer tablets, where they play children's games in French.

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

An effective key person system means that staff get to know children and their families extremely well. They develop a deep appreciation for children's backgrounds, strengths and interests, which enables them to support and promote children's well-being to a high standard. Thorough discussions with parents at the beginning of children's placements, means that staff are able to plan effectively for each child right from the start and throughout their time at the nursery, due to the ongoing information gathered each month. All children form positive and trusting relationships with their key person and other staff because there is an excellent level of adult attention and warm interaction. For example, babies spontaneously approach staff for a cuddle and snuggle closely with staff as their preferred way of falling asleep. This supports them to be secure and happy in the setting and promotes their growing independence very well. Soft furnishings in the baby room provide young children with a 'home from home' environment which helps them to settle more easily. There is a highly effective and gradual transition between base rooms which is tailored to suit individual children's needs and ensure a smooth process. Excellent relationships have formed with local schools children attend. Staff liaise closely with reception teachers who begin visiting the children in the nursery on a regular basis, usually from the January of their school year, to begin building close relationships.

Children are nurtured and cared for very well by kind and caring staff which results in calm and confident children who are excited about spending time in the nursery and being with their friends. Children's needs are consistently met and staff praise and acknowledge their progress and achievements, which encourages high levels of self-esteem. Children behave responsibly in the nursery and understand the rules and possible consequences of their actions. For example, one child tells another child why they must walk and not run when waiting to go outside. Children effectively learn to take care of their own care needs, following clear routines for hand washing and are encouraged to fasten shoes and zip up coats independently, which prepares them well for school life.

Children's awareness of healthy eating is very well-promoted by the provision of varied and interesting meals and snacks. Fresh produce grown in the garden is often used in meals and foods that incorporate the cultural backgrounds of the children attending are also included. Menus are shared with parents and their input valued regarding the meals provided to their children. Children spend quality time in the fresh air and have excellent opportunities to broaden their physical skills on the large school apparatus and through a weekly sports session by an outside company where children engage in activities, such as football and fencing. Children learn to take acceptable risks in their environment and participate in safe practices. For example, they participate in fire drills and learn to walk sensibly when out in the local community.

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

A highly effective and extremely passionate management team work rigorously together to consistently provide a top quality provision. Staff have developed a robust understanding of their responsibilities in meeting the learning and development requirements and frequently access training to continually enhance the highly effective skills and practices

that are already in place. There is an effective system for regularly monitoring practice and seeking the views of parents to ensure the nursery is always evolving and improving. Regular meetings are held between room leaders and children's learning journey records are reviewed by management on a monthly basis to ensure assessment of children's learning is robust and accurate across the whole staff team. Professional development of all staff is supported extremely well and monthly staff self-assessments and observations of staff's practice are also used as an integral part of the ongoing reflection of the nursery and its needs. As a result, staff are enthusiastic, motivated and morale is high. Self-evaluation highlights the setting's strengths and areas for development and is used as an ongoing and highly valuable tool to enhance the care provided.

The safeguarding of children and recruitment of top quality staff is given high priority by management. They implement a very robust procedure of recruitment to safeguard children in their care, strengthened by extremely trusting relationships that have developed with families and other agencies. All staff understand their responsibilities to protect children in their care. A thorough induction process ensures all staff, including students, have a clear understanding of their roles and responsibilities, the necessary knowledge of children and their families and the general running of the setting. A secure process of risk assessment ensures children play in a safe and secure environment. The premises are very secure with double bolted gates to prevent unwanted access to the premises. Suitably qualified staff are deployed very well across the nursery at all times, with a high staff to children ratio maintained. This ensures that children get lots of adult attention and are very well-supervised.

Staff's ongoing commitment to ensuring that close, trusting relationships are built with all parents is one of the main keys to the nursery's success. Staff go above and beyond to provide extra support to children and their families where needed to ensure children's needs are exceptionally well met. Parents are consistently informed of their child's progress and are constantly provided with thoughts and ideas of how this learning can be supported at home. Parents comment very favourably about the nursery describing it as, 'perfect', with some travelling a considerable distance across town to attend. Staff also input clear processes for sharing information successfully with other early years providers when necessary, to promote children's learning and welfare to a high standard.

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	EY403838
Local authority	Leicestershire
Inspection number	931258
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	38
Number of children on roll	40
Name of provider	Down by the Riverbank Ltd
Date of previous inspection	20/12/2012
Telephone number	01664 857 027

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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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