

# Riverside Day Nursery

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

<b>Inspection date</b>	17/09/2013
Previous inspection date	29/04/2013

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

- All staff form secure relationships with the children, helping them to feel safe, valued and ready to learn.
- Staff support children's learning well and as a result, children make very good progress and develop skills to help them prepare for starting school.
- The senior management team know their separate roles. They encourage staff development, which helps the whole team to improve the children's experiences.
- Staff have built good partnerships with parents and outside agencies, which ensures children's learning and care benefits from continuity.

### It is not yet outstanding because

- Not all staff working with the older children provide appropriate group time activities. As a result, children become fidgety and do not always concentrate at these times.
- Some of the resources for promoting information, communication and technology are not always working or used effectively by staff. As a result, there is scope to ensure that this area of learning is further enhanced.

## 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 spoke to the children, parents and staff and held discussions with a representative from the parent company and management.
- The inspector observed free play, focused activities, outside play and mealtimes.
- The inspector went into the individual rooms of the nursery.
- The inspector held a joint observation with the manager.
- The inspector looked at children's individual assessments, learning journal records and planning documentation.
- The inspector looked at the nursery's documentation including their safeguarding policy and procedure and checked evidence of suitability and qualifications of staff working with the children.

## Inspector

Janice Hughes

## Full Report

### Information about the setting

Riverside Day Nursery opened in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is part of the Asquith Court Nurseries Limited and 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 crche facilities for children whose parents attend the leisure club.

The nursery opens Monday to Friday, for 51 weeks of the year, 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.

The nursery employs 23 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2, level 3 and/or level 4. The manager holds an early years qualification at level 6. The nursery receives support from the company's training and development manager and the local authority.

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

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

- review older children's group time activities, so that they are appropriate for their age and stage of development and enhance their ability to concentrate
  
- extend opportunities for staff to encourage children to use working resources to promote information, communication and technology effectively, for example, battery operated and press button toys.

## Inspection judgements

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

Children are active learners and enjoy their time at this stimulating, busy nursery. Staff have a secure knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage and use this very well to support children's learning. Staff quickly establish children's starting points using information gathered from parents along with their own observations. This information enables staff to

provide activities that are of interest to children when they first start at the nursery. As a result, children settle quickly. Staff know the children well and effectively plan and assess each child's learning individually. Staff observe children as they progress and record their observations in children's learning journal records. Staff use this information to plan children's next steps of learning in the areas of play which interest them most. Consequently, children are making good progress.

Staff work with parents from the start to meet their children's developmental needs effectively. They are kept very well informed of their child's progress through parents' evenings, assessments, newsletters and daily verbal feedback. This allows a consistent approach in supporting children's needs between home and nursery. Assessment procedures are robust and provide accurate information for key persons to complete the required progress check at aged two. Children with special educational needs and/or disabilities and children who speak English as an additional language are very much included in what the nursery plans. Staff adapt activities according to their individual needs. They have produced visual routine and picture cards, obtained dual language books and discuss their learning regularly with parents to ensure children make the best possible progress.

Staff working with babies provide calm and gentle reassurance with lots of close support and encouragement. As a result, babies explore freely and interact well. Staff working with older children interact with energy and enthusiasm, creating an active and evolving environment with lots of exciting experiences. Children's choices are valued by staff, which encourages them to lead their own play, and staff respond well to children's ideas and interests. As a result, children are motivated learners who maintain attention well in their play most of the time.

Staff promote children's confidence, self-esteem and independent skills well, which effectively contributes to their readiness for school. Children take part in a good variety of activities, which include adult-led and child-initiated play. Most staff provide close support and attention for children in focussed activities. For example, pre-school children become engrossed in the construction area. Staff support the activity very well, giving children time to think critically, come up with their own ideas and 'have a go', as they re-enact a popular story by pretending to be builders. They gather builders hats and look around the room gathering toy pigs and a 'wolf'. Staff ask questions to help them initiate their play and extend their learning. Children show good team work and social skills as they help each other to carry and position the large wooden bricks and to build houses. This task also requires the children to consider weight and balance as they work and estimate how many bricks they need, showing good use of mathematical skills. However, in contrast, there are times, such as at circle or key group times, when some activities are not developmentally appropriate for the ages of the children or stimulating enough. As a result, children become fidgety and are less motivated or engaged.

Young babies thoroughly enjoy tummy time, when staff give them the time and opportunity to reach and stretch for toys and objects that attract their interest. They begin to learn about cause and effect as they explore and handle rattles, press button toys and musical instruments. This in turn provides them with opportunities to learn early information, communication and technology skills. However, throughout the rest of the

nursery these skills are not always as effectively promoted. In pre-school, children do use the electronic active board efficiently at times, and all children have access to the 'Learning room'. This room has a computer and several cause and effect toys in place, which the children do use when they have opportunity to visit the room. However, the resources for teaching cause and effect in children's rooms do not always work and staff do not use them regularly or effectively enough to help further enhance children's information, communication and technology skills.

Throughout the nursery children enjoy looking at books and story times which support their communication and vocabulary. In the baby unit they independently access colourful board books and look at these with staff. Babies and toddlers excitedly point to the pictures and staff clearly introduce words, such as, 'ball' and 'dog'. Babies mimic these words and staff praise them for their efforts saying, 'Well done, it is a ball'. Regular song sessions extend children's vocabulary. Staff's use of props and signing enhances these activities and furthers children's enjoyment. Children have numerous opportunities to practise handling skills both indoors and outdoors. Babies take great delight as they move their hands and brushes in water and sand. Older children ably control chalks, brushes and crayons to create individual pieces of artwork. They carry buckets of water to the fence and see how high they can make marks. Pre-school children extend their handling skills to write for purpose, as they write shopping lists and their name on their art work. This helps to enhance children's early writing skills.

Children benefit from lots of outdoor play in the spacious and exciting garden, to develop their physical skills. Staff foster children's physical skills well throughout the nursery. Babies practice using their arms to push themselves up. They confidently sit up and develop good balance and coordination. For example, they reach and twist to touch and explore things. Young children learn how to climb, jump and run down ramps while they play in the roof top area. Older children extend these skills well. They climb up ropes, balance on planks and ride sit-and-ride toys skilfully. Staff support these skills and sufficiently challenge children to try new things. Children have opportunities to take part in dance and movement sessions indoors. For example, toddlers thoroughly enjoy shaking streamers to the music and older children join in 'yoga bug' sessions. All children have opportunities to participate in swimming sessions.

Children also use the outside area to learn about natural life in practical activities, to promote their understanding of the world effectively. For example, children plant and tend to flowers, herbs and vegetables and dig for worms. Children have many opportunities to be creative and use their imagination. Displays show children's own art work they have participated in demonstrating different art techniques, such as printing, collages, and their own drawings. To further develop this area of learning, children use their imagination as they play with small world and role-play resources. Children explore sensory experiences, such as treasure baskets, mixtures of flour and water and play dough. One example of this is when babies explore flour; they crawl inside the tray and are delighted with the way it feels and fascinated by the footprints they make around the room.

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

All children and parents receive a warm welcome when they arrive at the nursery. Each child has a member of staff who helps them to settle in and gets to know them well. The successful key person system enables children to form strong attachments to staff and highly positive relationships exist across the nursery. Staff know the individual children very well and are perceptive to their needs. For example, they know when babies are hungry or tired. They offer cuddles and sing soothing songs as they settle babies into their cots. Staff show a genuine interest in what older children have to say and they hold positive conversations, which results in children feeling valued. Staff support children through periods of change. For example, they carry out an effective settling in processes when children progress from one room to the other. They involve parents in this efficient process. Staff talk to children about starting school and arrange visits to and from local schools. This helps children to feel reassured and confident to move on successfully to the next stage in their learning.

Babies separate easily from parents because they are secure with their key person. Staff have consistent and realistic expectations for the children according to their stage of development. Children respond positively to this and are very well behaved. Children are cheerful and show their happiness as they smile and interact warmly with the staff. This is reinforced as all staff give each child affectionate greetings as they move through the nursery. This promotes children emotional security because staff respect and value everyone.

The nursery environment is welcoming, well organised and stimulating. Children are happy, settled and confident. Children enter the nursery enthusiastically and engage in enjoyable activities with their friends. They develop the ability to cooperate and negotiate with one another to maintain harmonious play. Children follow the good examples set by staff and take care of the environment and each other. Adults are calm, gentle, kind and sensitive to children's needs. As a result, children are helpful, considerate and very well behaved. Children benefit from good opportunities to develop a positive awareness and respect of people's differences, as they explore the local community, wider world, their own cultures and beliefs and those of others.

Good hygiene routines are followed with the younger children to minimise the risk of any cross-infection. Staff promote children's healthy lifestyles effectively. Children benefit from lots of physical play and outdoor activities to promote the importance of exercise. Children enjoy healthy and nutritious meals and snacks, which they sit to eat together at sociable mealtimes. Children sleep according to their routines within the peaceful baby room. This all helps to ensure they are well-rested and nourished throughout the day. Staff provide parents with feedback sheets to keep them fully informed of their child's day. Staff practise fire drills with children and encourage them in using tools safely in their play, such as scissors and climbing the steps to the toddler rooms after playing outside.

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

There are clear lines of responsibility in the senior management team with regards to administrating all safeguarding procedures. If necessary, they follow the nursery's

safeguarding procedure very efficiently and deal with any concerns sensitively. Robust systems are in place to check that staff are suitable to work with children and are deployed effectively to meet ratios and children's needs. Management provide clear and effective induction procedures, so new staff learn their roles and responsibilities. The manager and her team have undertaken the relevant safeguarding training and understand their responsibilities well. They monitor risks and implement a range of safety procedures, such as regularly checking all areas and resources are clean and safe. Staff are well qualified. For example, most are qualified at level 3 and above. They also hold current first aid certificates, which managers monitor on a rolling programme to keep up dated. As a result children are kept safe in the case of an emergency.

Management and staff are committed to meeting the learning and development requirements. Management and the company's training and development office oversee assessments and planning to ensure that staff plan for each individual child according to their needs and stage of development. They supervise staff well and plan a good range of training courses to support staff in their professional development. This good support means that staff are confident in their roles and develop further skills, which benefits children.

Management have a very positive attitude to acting on any feedback they receive from parents or others, including the children. They have consulted with parents over ways of improving the provision since the last inspection. They effectively drive and secure improvement by using quality improvement plans. Management and staff successfully identify strengths and weaknesses across the nursery. All recommendations from previous inspections have been met and further improvements have taken place. These include improved outdoor activities and the introduction of natural items into children's play, for example, treasure baskets containing fir cones and blocks of wood. This positive, inclusive approach to reflect and develop the provision ensures the setting has a good capacity to maintain continuous improvements.

Relationships between parents and staff are relaxed and very well established. Parents report that staff 'go the extra mile' to provide children with the particular care they need. Parents contribute their views on the provision through annual questionnaires. Staff keep parents well informed on a daily basis how their child has been and what they have been doing. Informative notice boards are displayed throughout the nursery with useful information for parents. The setting has their own website and parents receive regular newsletters to keep them up-to-date with any changes and planned events.

The nursery's special educational needs coordinator understands the role and knows where and how to obtain outside professional help for those children who need it. This process effectively helps to support partnership working and continuity for all children and their families. Partnerships with other settings that children attend are good and provide a shared approach to children's learning and development. Staff also have good links with outside agencies to seek advice and support for children's individual 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 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>	EY283239
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	932040
<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>	81
<b>Number of children on roll</b>	111
<b>Name of provider</b>	Asquith Court Nurseries Limited
<b>Date of previous inspection</b>	29/04/2013
<b>Telephone number</b>	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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