

River View Day Nursery

4 North Road, HERTFORD, SG14 1LR

Inspection date

Previous inspection date

14/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 are motivated, active learners who make good progress in their learning from their individual starting points. This is because practitioners offer a broad programme of activities and at times, outstanding teaching in a child-led environment.
- The use of the stimulating and exciting garden on a daily basis, for all children throughout the seasons, supports their interest in outdoor learning that encompasses all aspects of the curriculum.
- The key person system is very effective in supporting children and their families in feeling secure and confident in the nursery.
- Managers have embedded practice based on their high expectations of all practitioners. This has had a positive impact on practitioners' ability to safeguard children and embrace the challenges of the new premises.

It is not yet outstanding because

- On rare occasions practitioners have too high an expectation of children in terms of what is within the normal developmental spectrum but do not then prioritise these aspects within planned activities or further assessments.
- There is scope to improve the monitoring of the systems used to track children's progress to ensure all children are making the best possible progress and that information is readily available to those who need it.

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 activities in group rooms, the garden and conducted a joint observation with the manager.
- The inspector, practitioners and children had wide ranging discussions at appropriate times during the inspection.
- The inspector looked at documentation related to the management of the nursery, children's progress and self-evaluation.
- The inspector took account of the views of parents from information provided by the nursery and through short discussions.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.

Inspector

Alison Reeves

Full report

Information about the setting

River View Day Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a three story converted house close to central Hertford in Hertfordshire. The nursery serves the local area and is accessible to all children. It operates from six base rooms and there is an enclosed garden for outdoor play. The nursery employs 20 practitioners and three admin and kitchen staff. Of these, 18 hold appropriate early years qualifications at level 2, 3 and 5. There is one qualified teacher. The manager has a foundation degree at level 5. The nursery opens Monday to Friday throughout the year from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 102 children attending who are within the early years age group. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- review practitioners' knowledge of the spectrum of normal physical development to ensure assessment and planning are always precise and accurate
- improve the monitoring of the quarterly summative assessments to ensure all key persons have the information ready to share with parents, other providers and for tracking cohorts to see that the gap is narrowing where children's starting points are below expectations.

Inspection judgements

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

Children benefit from an interesting and exciting programme of activities delivered by a team of practitioners who understand how children learn and by using a variety of effective teaching methods. The learning environment provides a wealth of opportunities for children to select their resources and make choices about what they do. Practitioners support learning well. They sit themselves at the child's level; this aids and supports effective communication. Where children choose toys from the low-level open shelves practitioners are on hand to help children explore and develop understanding. For example, the youngest children investigate a stimulating range of natural materials. Practitioners use cereals as an alternative to sand. This means children explore the feel and texture, listen to the sounds made as they run cars and trucks through the tray across

the cereal and can safely put it in their mouth to taste. Children use their fingers to crush and crumble the cereal and this supports their muscle development and hand control. Practitioners play alongside the children showing their curiosity and wonder. As a result, the children concentrate and develop active learning skills. Older children are equally engaged and inquisitive. An interesting open-ended activity about snow and ice has children thoroughly engrossed. Their ability to think through problems and come up with their own solutions is expertly supported by the practitioner. Her interest in what children have to say encourages their critical thinking and their recall of past events. When children play and explore in this way they show the extent of their knowledge. They speak knowledgeably about other countries they have visited with their families and use what they know about the world to develop their ideas and share these with others. This means children are making great strides in their education and developing a confident and positive attitude towards learning. The oldest children in the nursery, likewise, make the most of child-led learning. This is because skilled teaching scaffolds children learning ensuring their achievements. When building a tall structure from large wooden blocks the practitioner is an integral part of the activity. She uses questions to help children identify how they will tackle the task without telling them what to do. As the activity evolves and the structure is dismantled and built into a train, the practitioner helps children to think about the changes to their building, the size, and shape. Children compare and estimate showing their confidence in mathematics, their creativity and expressive arts skills and their ability to work cooperatively. Throughout the nursery children use books as a source of enjoyment and for gathering information. The youngest children like to hold books, turning the pages and looking at the pictures, sometimes independently and sometimes with a practitioner. Older children use books as part of their imaginative play and in small groups when practitioners read to them. Practitioners make these sessions very interactive so children become deeply involved joining in with familiar phrases, predicting the next part of the story and comparing the book with other versions they have shared. This shows their detailed knowledge of stories and how much they have listened and absorbed because of the high quality teaching. Practitioners who have involved children in writing their story of the nursery have further enhanced children's interest in books. Children are eager to share the book with others and are immensely proud of their achievement.

Practitioners regularly observe children and assess their progress. They use this to plan and provide for children's next steps. For the most part, there is an appropriate focus on the prime and specific areas of learning, depending on children's age. On some rare occasions, practitioners have unrealistic expectations of children's physical capabilities. This is because they use their experience of children within the nursery rather than the developmental expectations, which cover a wider normal spectrum. Although, practitioners have identified a possible delay in this area of learning they have not consistently used the next steps to overcome the perceived difficulty. While this inconsistency in assessment and planning means children are not pressured to do things that are beyond their capabilities, this needs to improve to ensure more precision in assessment. Overall, children are enjoying their time in the nursery where the high quality experiences, good and in some cases outstanding teaching help children prepare for the next stage in their learning.

Practitioners inform parents about their child's progress through daily discussions and sharing achievement records. Parents contribute to children's initial assessments providing

practitioners with a baseline on which to plan worthwhile activities. Summative assessments are shared from time to time and parents are encouraged to share their views on their child's progress and possible areas for development. Practitioners suggest home learning activities that help parents to continue their involvement in their child's learning. Practitioners encourage children and parents to share their family experiences. These are integrated effectively into activities so there is a strong connection between home and nursery.

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

Children settle quickly into nursery. In each room, practitioners greet children and their parents warmly, instantly creating a sense of security. This means parents and carers are able to leave their child safe in the knowledge the child's well-being and care are of the greatest importance to those looking after them. Children develop strong bonds with practitioners. There are plenty of cuddles for the youngest children whenever they need reassurance comfort or to be close to someone they trust. Practitioners follow children's home routines for sleeping and bottle-feeding and this enhances children's experience and sense of security. The key person system throughout the nursery is effective. The management of children's move to a new room is effective, so children are prepared and ready for new challenges. There is no fixed plan, each move is carefully considered on an individual basis. Practitioners, parents and the new setting work together when children are preparing to move on. This supports, every child in feeling confident and well-informed about the changes to come.

Children behave well throughout the nursery. Practitioners are good role models; their gentle manner with the youngest children helps them to develop their understanding of what is expected of them. As children mature, practitioners continue to reinforce messages gently but firmly. They help children to explore their feelings and those of others. Children throughout the nursery show care and concern for each other, providing comforters when they see a friend upset, willingly sharing toys and inviting children to join their play. Children lead a healthy lifestyle in the nursery. The exciting and inspiring garden provides a wealth of learning opportunities in the fresh air. Children and practitioners have fully embraced the benefits of outdoor learning. They enjoy getting to know the garden, discovering all it has to offer. The nursery encourages families to provide appropriate clothing so children can get the maximum benefit from the garden in all weathers. Being active is important to practitioners and they encourage children by using their interests. For example, toddlers are eager to splash in puddles and the older children recreate fairy stories pretending to run away from the wolf. This shows how they use their imaginations in their physical play and the exciting garden supports this very effectively. Children enjoy a healthy diet; nursery meals are nutritious and appealing. Children's independence is promoted effectively because all children have their water bottles or cups in sight so they can help themselves. As children get older practitioners support children in serving their own meals and preparing sandwiches for tea. Children are extremely proud of their achievements at mealtimes. They pass the serving dish to one another, making sure everyone has enough food and a fair share of second and third helpings.

The nursery environment is welcoming and inviting. Resources are a mix of natural and man-made materials. There are many familiar pieces of equipment and practitioners extend the range by making and collecting things that interest the children. The youngest children get enormous pleasure from the treasure baskets and fabric bags. Being able to crawl to the open shelves and help themselves mean they make independent choices from an early age. Where children are less mobile, practitioners are alert to children's needs and will follow a child's gaze to get a particular item. Resources are all age and stage appropriate and this means children have the freedom to explore them fully. Children's personal safety and awareness of risk is effectively promoted because the children learn to negotiate the stairs in the building and the many different surfaces in the garden. Children hold on to banister rails and take enormous care, as they descend the staircase. Having practitioners who sit at children's level means all activities with tools are carefully supervised and children are shown and supported in using pencils and scissors safely. Therefore, children rapidly develop a sense of keeping themselves and others safe.

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

The nursery management team are secure in their knowledge and understanding of the requirements of Statutory framework for the Early Years Foundation Stage. As a result, they fulfil all of their legal obligations. Practitioners understand their roles and responsibilities and this contributes significantly to the smooth day-to-day running of the nursery. Children are safeguarded because the nursery has robust recruitment procedures to ensure all practitioners are suitable to work with young children. Thorough induction for new practitioners means they know what is expected of them from the outset. Experienced and established members of the team provide mentor support to new employees. Consequently, new practitioners are guided in how to interact with families, how to support children's learning in a child-led environment as well as developing their knowledge of policies and procedure. This means new and inexperienced practitioners contribute effectively to meeting children's needs immediately. Practitioners' knowledge of safeguarding practice, including child protection and whistle blowing, are secure. They are confident in their ability to recognise and report concerns appropriately should they arise. Regular reviews of the comprehensive policies and procedure ensure they meet the needs of the nursery. All documents are readily available for reference and used effectively as part of induction training and ongoing refreshers of practitioners knowledge and skills.

A programme of regular individual reflection supports practitioners in their professional development. Meetings help practitioners identify their strengths, areas for development and any particular aspects of early years in which they have a particular interest. A programme of training within the company means practitioners are up-to-date with paediatric first aid qualifications, safeguarding and behaviour management. Additional training through the employer, the local authority or external training organisations ensures practitioners keep up with current practice and have the opportunity to achieve higher levels of qualifications. This is having a positive impact on children's progress. The

quality of teaching across the nursery is good and in some cases outstanding. Practitioners put into practice what they have learnt and can explain clearly the impact of particular training on their interaction with children. For example, an experienced practitioner, new to working with babies, describes how a training video on supporting very young children in exploring and problem solving has influenced her practice. Where practitioners have higher level qualifications and when they engage in further training, it is clearly seen to have a very positive impact on teaching and children's learning experiences. Regular reflection on practice within the nursery as a whole enables practitioners to draw up action plans to help them develop and improve the provision for children. The views of parents and children are of paramount importance and are actively sought for inclusion in future plans. As a result, everyone involved with the nursery has a stake in its development. The audit processes and reflection are having a positive impact in bringing about continuous improvement. However, there is scope to improve monitoring to ensure all practitioners keep up-to-date with their quarterly summaries of children's progress. This information is used to keep parents and other providers up-to-date with children's achievements and to track the progress of particular groups and therefore needs to be readily available.

There are effective partnerships with other local organisations and early years providers. This means the nursery plays an active role in the local community. There are positive working relationships to support children, and practitioner and parents have access to support and advice services through the local children's centre. Partnerships with parents are very effective. They say the practitioners are efficient and friendly. Practitioners are interested in what families need. The low turnover of staff means children's attachments are sustained. Practitioners always have a positive attitude. Managers and administrators are praised for efficiency, making the nursery welcoming, and creating a positive atmosphere. Parents feel practitioners value them, listening to their concerns and worries and working with the family to help children settle in. Parents are informed about children's progress, they enjoy the benefits at home of confident, sociable children who share their toys. Parents feel valued, included and able to come to the nursery at any time, confident that they will be welcome and see happy well-cared for children.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY465814
Local authority	Hertfordshire
Inspection number	931288
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	74
Number of children on roll	102
Name of provider	Childbase Partnership Limited
Date of previous inspection	not applicable
Telephone number	01908211699

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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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