

Riverbank Childcare

Riverbank Childrens Centre, Gilmour Street, Thornaby, STOCKTON-ON-TEES, Cleveland, TS17 6PF

Inspection date

29/01/2014

Previous inspection date

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

- Teaching is good because staff are skilled and knowledgeable and support children's learning effectively. They understand how children learn best and provide them with a wide range of good quality resources. Consequently, children are making consistently good progress in relation to their starting points.
- Children receive very good levels of care from staff that have a lovely rapport with them. This results in children who are secure, happy and confident to express themselves.
- Children's safety and well-being are promoted well. Staff are highly attentive to children's needs and are constantly vigilant to ensure that any hazards are successfully minimised.
- There is good engagement between key persons and parents. This ensures that everyone is kept well-informed about children's developmental progress over time and that children's well-being is fully fostered.

It is not yet outstanding because

- There is scope to enhance the resources in the outdoor area, such as providing large climbing equipment, so that children learn to climb confidently and begin to pull themselves up on equipment.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom and outside area.
- The inspector met with the manager, carried out a joint observation and spoke with staff and children at appropriate times during the inspection.
The inspector looked at children's development records, planning documentation, evidence of suitability of staff working in the nursery and a range of other records, policies and procedures.
- The inspector took account of the views of parents through discussion at the inspection.

Inspector

Lynne Pope

Full report

Information about the setting

Riverbank Childcare was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in Riverbank Children's centre in the Thornaby area of Stockton-on-Tees. It is one of a number of childcare facilities run by 4Children (Direct) Limited. The nursery serves the local area and is accessible to all children. It operates from one activity room and there is an enclosed area available for outdoor play.

The nursery employs three members of childcare staff. All staff hold appropriate early years qualifications at level 3 and above.

The childcare opens Wednesday, Thursday and Friday during term time. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 13 children attending, who are in the early years age group. The nursery provides funded early education for two-year-old children. It supports 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:

- enhance children's physical skills by, for example, providing a range of large climbing equipment so that children learn to climb confidently and begin to pull themselves up on equipment.

Inspection judgements

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

Children's enthusiasm for learning and the levels to which they succeed is enhanced by staff, who have a good understanding of the Statutory framework for the Early Years Foundation Stage and a secure understanding of how children learn. The indoor environment is well-organised into areas of continuous provision, linked to the seven areas of learning. There is a clear system to monitor and track children's learning through effective and accurate observations and assessments. Staff carry out a baseline assessment of children's learning and abilities with parents to find out children's starting points. This means that key persons have a clear knowledge and understanding of children's individual learning needs. This information is then used to inform the planning of a broad and balanced range of individual and group activities to precisely match children's specific learning needs. The completion of the 'progress check at age two' ensures children's development is tracked and early intervention is sought, if necessary. As a result, children demonstrate the characteristics of effective learners and are making good

progress.

Teaching is good because staff are fully involved in children's play and they provide good levels of support. They focus strongly on supporting children's personal, social and emotional development. Staff stay close and let children choose what they want to do. They help children where needed, such as putting on aprons for water play and explaining to children the benefits of wearing one. Staff provide activities for children that stem from their interests, which motivate children to learn more. For example, they provide cuddly owl toys, books about owls and natural resources, such as, leaves, wood and pine cones to support their interest in a book about owls. Children enjoy listening to stories led by animated and enthusiastic staff. As a result, children show high levels of engagement as they enjoy the differentiated aspects of the activity. They join in with the story repeating some of the words that staff say, such as 'dig, dig' and 'push, push' and they mimic her actions with their hands. Children are so inspired by the story and the way it is told that they are eager to look at the book on their own. As they turn the pages and look at the pictures they do the actions and say the words that they remember. This supports children's early stages in learning to read. Children's communication and language skills are developing really well due to staff teaching them how to pronounce words. Staff intuitively 'tune in' to the individual sounds, facial expressions and gestures that some less able children use to communicate and show their understanding as they talk to them. For example, children pick up a large scrubbing brush and show staff their teeth. Staff carefully explain that the brush is not for cleaning teeth, but for washing dishes. Staff carefully pronounce words as children help to set the table for lunch. For example, they ask children where the spoon goes on the mat and is rewarded by children repeating what they say. Staff are proactive in teaching children with English as an additional language to communicate with each other and staff. They research the child's culture, so that they can talk to them about it. They ask for words in their own home language and use pictures to help communication. Staff help children to learn that they have similarities and differences to others. They look at different festivals with children and do taste testing, role play language and look at pictures. Different languages are prominently displayed in the environment linked to the English word to help parents and children understand what they mean. As a result, children gain the skills, abilities and attitudes that prepare them well for the next stage in their learning and eventually, school.

Parents are warmly welcomed into the nursery by the approachable staff. Staff encourage them to take part in their children's learning and development. Parents can look at their children's development file at any time and staff discuss children's development at sessions, where parents can come in to see what happens during a session. Parents are encouraged to add their own comments to their children's development file by recording 'wow' moments from home. Staff fill in a 'to and fro' book each day about what each child has been involved in, which is taken home by parents. Parents add their own comments from home about what their children particularly enjoy, such as building with blocks and that they like to collect things when they are out and about. This helps staff understand children's current interests so that they can include them in their planning.

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

Staff are assigned as a key person for each child and there is a named person who takes over in their absence. This effectively supports children's emotional welfare and key persons show strong knowledge of each child, their routines and their preferences. They gather good information from parents about their child's needs. Settling-in visits help children get to know their new surroundings, staff and other children prior to starting. This means there is a smooth transition from home to the nursery. Children show that they feel safe and secure because they happily separate from their parents. Children are supported well as staff help them learn how to manage their own behaviour and become tolerant of others, for example, sharing and waiting their turn. Staff talk to children in a calm manner, explaining how to behave and give lots of praise to develop children's self-esteem. Consequently, children are learning to manage their feelings and behaviour. Staff teach children how to keep themselves safe in a variety of ways. They give timely reminders about the floor being wet and children might slip. Children show their understanding of the boundaries as they explain that they don't run indoors but can do so outside.

The environment is stimulating, friendly and well-resourced. All resources are stored at low-level to encourage children's engagement. This allows children to be independent, play with their friends and use their imagination. Consequently, children are happy, relaxed and confident. Physical development is positively promoted as children's active play is effectively encouraged. They access the large outdoor area each session, where they develop their physical skills as they push themselves round on bicycles. They try to roll different size wheels across the flags and listen to the different sounds that the different size pans make as they bang them. Staff effectively support children as they help them learn how to push themselves along on a scooter and how to negotiate the set of three steps up and down. However, there is no large climbing equipment available for children to climb and pull themselves up as they develop their large muscle skills. Children's good health is promoted really well through sensible routines and a commitment to a healthy lifestyle. Staff teach children about different fruits and vegetables and at snack time, involving them in naming and counting how many there are of each kind. Children are encouraged to help to prepare the snack as staff show them how to use a knife carefully to cut the fruit up. Children show a good level of self-care and are able to manage a variety of aspects of personal hygiene appropriate to their age and stage of development. Staff help children learn how to wash their hands in the bathroom and guide them in using soap and paper towels. Children's independence skills are encouraged at lunchtime as staff support them in serving themselves as they get a spoonful of cottage pie and vegetables and place them on their plate. Children show their appreciation of the freshly cooked food as they feed themselves with spoons and forks.

The nursery requests information from any previous settings attended by children, in order to inform their initial planning. Parents complete a thorough information record about their child with staff prior to children joining, in order to support their well-being and the settling-in process. This includes comprehensive information to support children's good health, along with any cultural requirements, such as those regarding diet. The manager understands her role and responsibilities in managing a smooth transition to other settings when the time comes, such as school. She plans to initiate contact and arrange visits with parents and children to help them know what will happen and where they will go.

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

The manager and staff have a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The designated safeguarding officers clearly understand their roles and responsibilities as the lead practitioners to protect children and their accountability for liaison with local statutory agencies and Ofsted. Staff are vigilant regarding child safety and are proactive to minimise potential hazards, enabling children to explore safely and freely. Daily risk assessments are carried out for the areas that children access, ensuring the environment is safe for children. There are robust recruitment and induction procedures and clearly written policies and procedures are well-implemented, to support children's safety and welfare. Staffs' ongoing suitability is effectively monitored to ensure they remain suitable for their role. They have regular one-to-one meetings and an annual appraisal with the manager, where they discuss training, their individual key children's progress and if they have any concerns. The manager carries out regular observations of them working with children and staff have begun to do their own observations on each other to enhance practice. Medication and accident procedures are secure and all staff hold current paediatric first aid certificates, which supports their understanding of dealing with minor injuries. Monthly reviews of accidents further ensure that children's health and well-being are protected.

Good processes are in place to monitor children's overall progress in their learning and development. The manager checks children's learning and development records on a regular basis to ensure that they are being completed and that staff understand how children are making progress. She works with staff and children on a regular basis, so is able to view first-hand how they are progressing. The assessment sheets that staff fill after each observation show children's overall development and clearly identify if there are any delays or gaps in children's learning that need to be addressed. An effective range of completed training programmes is helping practitioners to improve their knowledge, understanding and practice. For example, staff have attended courses on schemas and the key person approach. This demonstrates staffs' commitment to improve the care and learning for all children. Self-evaluation is a strength of the nursery and the manager and staff have evaluated the strengths and area for improvement that they want to implement. This includes feedback from parents through the questionnaires that they completed shortly after their children started and this month, which seek their views on the running of the nursery. This shows that the manager and staff are able to continuously improve the nursery and improve the care and learning for children.

Partnerships with parents are good and positive relationships ensure children's needs are met. Parents speak highly of the nursery and feel that staff keep them well-informed about their children's learning and development. In particular, they are very impressed with how well their children have settled and the support that they receive from staff. Overall, this is a good, friendly nursery where children receive a positive early years experience, which lays a solid foundation upon which to support their future learning.

The Childcare Register

The requirements for the compulsory 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	EY468179
Local authority	Stockton on Tees
Inspection number	933901
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	13
Name of provider	4Children (Direct) Limited
Date of previous inspection	not applicable
Telephone number	01132709006

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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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