

Riverview Children's Centre

Riverview Road, West Ewell, Surrey, KT19 0JP

Inspection date	27/02/2014
Previous inspection date	18/08/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
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

- Staff in the nursery provide exemplary support for the children and their families. This means that children enjoy a high degree of consistent care.
- Children make outstanding progress in their learning and development because staff pay close attention to combining children's interests with their next steps.
- Children have exemplary opportunities for independent, active play, and they are highly engaged and absorbed in play at all times.
- Leaders, managers and staff and have clear shared values, which means that they achieve a high degree of consistency in their skills and expertise.
- Action plans for the provision are clearly focused to bring about improvements which are entirely for the benefit of children and families.

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 at play in each of the playrooms and outdoors.
- The inspector and manager carried out a joint observation.
- The inspector met with the manager and the registered person to discuss safeguarding and how the nursery is monitored and evaluated.

Inspector

Susan McCourt

Full report

Information about the setting

Riverview Children's Centre was registered in 2009 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The centre is located in the grounds of Riverview Primary School. In addition, a number of services run from the centre to support local children and families. Riverview Day Nursery operates from one large room in the Children's Centre. There is a separate area for children under two years within this provision. There are 49 children in the early years age group on roll. The nursery has a fully enclosed outdoor area. The nursery receives funding for the provision of free early education for children aged two, three and four years. It operates for 50 weeks of the year and is open from 8am to 5.45pm, five days a week. There are 14 staff, all of whom hold early years qualifications to at least level 3. The manager holds Early Years Professional status, and one member of staff has Qualified Teacher status.

What the setting needs to do to improve further

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

- involve parents further in the process for younger children as they move to the over-twos room.

Inspection judgements

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

Staff have an excellent understanding of how to meet the learning and development requirements. They understand that children's independence is central to their learning and create extremely strong opportunities for child-initiated play. Staff plan a wide range of highly interesting and challenging activities based on children's interests and learning needs. This makes the curriculum extremely engaging, so children are very engaged in their play and absorbed in learning.

Staff have consistently exemplary teaching skills. They place a strong emphasis on children's language and communication skills. Staff use key words very clearly and repeat them frequently so young children can quickly learn and consolidate new vocabulary. When looking at books, staff are careful to point at the words so that children understand that print carries meaning. Carefully chosen props and toys bring stories to life and children enjoy handling a large toy caterpillar, for example, at story time. Where children have English as an additional language, staff learn key words in the child's mother tongue so that they can use words children are familiar with. It also helps them to understand when younger children are vocalising and trying to communicate. As staff plan new themes, they ask parents to supply further vocabulary. For example, staff will learn the words for different farm animals, and ask parents to write signs for the nursery. In this

way, children have excellent opportunities to become bi- or multi-lingual.

Children are highly experimental. When children notice new things, such as how toys slide down a ramp, they experiment with other toys of different sizes to see if they do the same thing. Staff provide children with excellent opportunities to develop their mathematical understanding. Staff and children frequently count together, such as at tidy up time when they count down from 10, using their fingers. Children recognise numerals, identifying the numbers that make up the two-digit date, and placing them in the right order. Children know a variety of shape names and can identify other things that are the same, such as a crescent shape looking like the moon. Staff are highly skilled at differentiating activities for children of different ages and abilities. They organise circle and group times so that activities can be pitched at a level which will keep children engaged. This gives children excellent opportunities to build their confidence in social and group skills. Staff organise one-to-one teaching for particular additional needs, such as when children need to practice specific skills. Children relish opportunities to handle a variety of materials in expressive arts and design play. They use pasta, cereal, foam, paint and glue, exploring how each medium behaves when scooped, poured or handled.

Staff work closely with parents to establish children's starting points and learn about their interests and learning styles. Staff observe children closely in their first weeks at the setting, and gauge when the child is settled. This means that the first summary review of their achievements is an accurate reflection of their developmental level. Staff meet with parents to share their ideas for the children's next steps. Staff use this information in highly effective ways to plan activities which weave together children's current interests and their next steps. This means that children find learning very engaging, and enjoy their play. Staff review plans each week so that children's learning is always strongly promoted in every area of learning. This helps all children to continue to make progress in all areas, as well as fostering learning for gifted and talented children. Staff make regular summary reviews of children's learning and track their development against expected levels of development. They can therefore quickly identify and address any achievement gaps. The regular reviews include the progress check at age two, and the transition form for the move to school.

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

Staff have set up a highly effective key person system. Staff know the children extremely well and communicate effectively to meet children's needs. Parents can settle children in according to their own needs, to ensure that children and babies separate confidently. All children form strong attachments to staff and are clearly very well-settled in the nursery. The child's key person maintains the child's learning journal and oversees their learning and development, and all key persons have a buddy for when they are absent. This means that there is always someone available who knows the child extremely well. When children aged under two are ready to move up to the over-tvos room, staff visit the room with the child over a period of time to establish their confidence in the new surroundings. This gives staff time to see whom the child forms a natural attachment to, helping to choose the key person. Parents are kept well-informed of the arrangements for the move, but do

not play an active role in the process, which does not fully support the partnership between staff and parents. Staff have created an exceptional learning environment where children can be independent, active learners. Equipment is of very good quality and easily adaptable to suit children's imaginative play. For example, they arrange wooden blocks to create a balance beam, then later use the same blocks to be a carpenter's workshop with toy saws, nuts and bolts. Children under two have safe spaces to explore and build their crawling and walking skills. They also have easy access to a wide range of materials and equipment which they can explore freely. The routine gives all children maximum opportunity to develop and extend their play to create self-made challenges. As a result, children are continually engaged in highly purposeful play.

Children have excellent opportunities to learn about healthy lifestyles. Meals and snacks are well-balanced and children sit together in sociable groups, making mealtimes an very enjoyable occasion. Older children help to cut the fruit at snack time and hand round food to their friends, building their independence and social skills. As part of a project on things that grow it is clear that children understand how healthy eating and drinking water contributes to their health and development. Children spontaneously adopt exemplary hygiene routines. They know to put tissues in the bin and wash their hands after blowing their nose, and follow hand-washing routines without prompting. Children's self-care is also excellent. Young children are given time and encouragement to manage their own coats and shoes. They hang up their coats and keep their belongings safe. Older children manage their personal hygiene very well and persist in skills such as using zip fasteners. Children greatly benefit from highly effective play to support their physical development. They learn how to handle tools safely, such as scissors and hole-punches. Children develop very strong small muscle control in a wide range of early writing activities as well as mastering craft skills using sticky tape or different materials.

Children's behaviour is very good. Staff give very clear guidance and have consistent expectations of children. This means that children know what is expected of them and how to behave. The member of staff with lead responsibility for behaviour supports staff very effectively to devise shared strategies in support of any children with challenging behaviour. Key persons also work closely with parents so that children have consistent boundaries. Children show great maturity in turn-taking and cooperative play which helps them to build strong friendships. They are persistent and resilient when faced with challenges and show great pride in their successes when they achieve. Overall this means they acquire exceptional skills to take them through to the next stage in their learning.

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

The leaders and managers have an excellent understanding of how to meet the safeguarding and welfare requirements. Policies around child protection are thorough and well-understood by all staff. All staff have regular training in child protection and can demonstrate an exemplary understanding of how to report and act on concerns about the welfare of a child. The inspection was triggered when the manager notified Ofsted of an incident in the nursery. The inspection found that the staff and managers followed their

procedures in a highly effective manner in line with their total commitment to the welfare of the children. Recruitment and induction procedures are extremely thorough and all staff are rigorously checked as to their suitability. Ongoing supervision and appraisal systems give staff excellent opportunities to develop their skills, knowledge and understanding as well as check their ongoing suitability. Any areas for improvement are quickly addressed with individually tailored support plans and regular reviews, which means that staff build their skills continually. Managers and staff have an extremely efficient approach to documentation which means that registers, children's information and other records are well-organised and maintained. This underpins children's well-being.

The manager employs a wide range of highly effective strategies to monitor and evaluate the provision. She analyses the tracking data in each learning journal to examine the progress of different groups of children, such as boys, or those with English as an additional language. As a result of her analysis, she identified that a group of children would benefit from additional support in their communication and language skills. She identified a raft of initiatives to do this, finding funding for a regular speech and language specialist to attend the nursery as well as further developing staff skills in this area. Where children are gifted and talented, the manager works with staff to determine the best way to foster their skills by providing further resources and activities. The manager greatly appreciates the input from parents and acts immediately to address any ideas they have. For example, a parent's request for further information on themes. The manager has a very clear commitment to the needs of the families who attend and her vision is shared by staff. They work together in highly effective ways to set ambitious targets and build on their achievements. This means that the provision is continually improving for the benefit of children.

Parents are very appreciative of the attentive and considerate care provided by staff. They receive daily detailed information about their child's day and regular updates on their learning and development. Newsletters and informative posts on the notice boards keep parents well-informed about what is happening in the nursery. Staff work with parents to devise shared strategies to support children's learning, and parents state that they see rapid development in their children's skills as a result. Parents also attend play dates and social events at the nursery which helps to build a community atmosphere. The nursery is part of the children's centre and managed by the attached school. As a result, the nursery has exemplary partnerships. The nursery works very closely with the school nursery and reception teachers to track children's development and ensure that children have a highly coherent, consistent level of care. The nursery has extremely strong links with the local authority and health professionals, giving them access to further expertise where children have additional 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	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	EY390562
Local authority	Surrey
Inspection number	953591
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	49
Name of provider	Riverview Sure Start Children's Centre
Date of previous inspection	18/08/2009
Telephone number	0208 337 7310

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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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