

# Riverside Nursery @ Gainsborough Childrens Centre

Sure Start, Market Arcade, GAINSBOROUGH, Lincolnshire, DN21 2DY

<b>Inspection date</b>	08/04/2014
Previous inspection date	15/01/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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**

- Children make good progress in their learning and development because staff plan a wide range of activities and learning experiences for them which are based on their interests. Children are happy and confident in this nursery.
- Children are safeguarded as staff are vigilant to the signs and symptoms of abuse and neglect and know what to do if they were worried about a child in their care. Staff do not hesitate to take swift action to protect children and have good relationships with their colleagues in Children's Services.
- The leadership and management team effectively identify areas for improvement and are committed to providing a high quality service to the children and families they serve.

### **It is not yet outstanding because**

- Staff work in close partnership with parents and carers regarding their children's learning and development. However, there is scope to enhance the information shared with parents and carers regarding children's daily care routines.
- There is capacity to enhance staffs' teaching skills further to maximise children's learning fully.

## 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 the 3-5's room and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager, regional manager and owner of the nursery.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the setting's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector interacted with children and staff throughout the inspection.

## Inspector

Clare Johnson

## Full report

### Information about the setting

Riverside Nursery @ Gainsborough Children's Centre was registered in 2009 and is one of four nurseries owned by the provider. It operates a from self-contained unit within Gainsborough Children's Centre in Lincolnshire. The nursery serves the local area and is accessible to all children. The nursery opens Monday to Friday, all year round from 8am until 6pm, except for bank holidays and for a week at Christmas. Children attend for a variety of sessions. Children are cared for in two main rooms and have access to an enclosed outdoor play area. There are currently 76 children on roll in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. There are currently 11 staff working directly with children, 10 of whom have an appropriate early years qualification. The manager has a level 5 qualification and is working towards Early Years Teacher Status. The deputy has a level 4 qualification and two other members of staff are working towards level 3 qualifications. The nursery receives support from the local authority. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery keep a hamster and two fish as pets.

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

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

- enhance the quality and consistency of information provided to parents regarding their children's care routines, for example, information about food children have eaten, sleeps they have had, nappy changes and activities they have enjoyed each day
  
- enhance staffs' teaching skills further so that children are able to develop their critical thinking skills and be challenged more consistently.

### Inspection judgements

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

Children make good progress in their learning and development based on their starting points, age and stage of development. Staff observe children and use their assessments of children's development to plan a range of activities and learning experiences for them based on their interests and development needs. This ensures all children make progress towards the early learning goals. Staff are good teachers who support children's learning well. However, occasionally staff do not exploit teaching opportunities to provide further challenge for more able children. For example, during a baking activity older children are not fully supported to learn about mathematical concepts, such as, numbers and

measures. Staff ask children questions to support their critical thinking skills; however, they do not always do so consistently and sometimes miss opportunities to extend children's thinking by continuing conversations. For example, when children identify that the aroma coming from the kitchen is the smell of beef; staff do not explore this with them in greater depth. Overall, the quality of teaching is good, however, there is scope for improvement to enhance practice further and ensure consistency.

Children display the characteristics of effective learning when they are at nursery. They are eager to join in when they arrive and explore the environment with confidence. They are purposeful in their play and are keen to have a go at the various activities on offer to them. They persevere at tasks even when they get difficult. For example, children select a computer program which needs high levels of concentration. Staff support them to keep trying and this develops their resilience as well as supports their development in technology. Children are proud of their achievements and confidently approach the inspector to tell her what they have done at nursery. Children enjoy looking through their special books and reminiscing about all of the activities they have taken part in during their time here. They enjoy chatting with staff about their friends and all of the places they have been. Children's communication and language skills are being promoted very well as they have regular opportunities to practise their emerging language and develop their vocabulary. Staff spend time with children to ensure they understand what they are saying and their listening skills are promoted well. Children's early literacy skills are developing as they make marks in a range of ways and enjoy reading books in the cosy area. This is a communication friendly space which allows children to distance themselves from the hustle and bustle of the main room if they wish. Children are learning about the wider world and they proudly demonstrate their knowledge to staff when they identify a toy as being a 'Pegasaurus'. Staff praise their intelligence and this boosts their self-esteem.

Children are being well prepared for school as staff shift the balance from the prime areas of learning more to the specific areas of learning as children approach school age. Staff work closely in partnership with parents and schools at this important time to support the transition from nursery to school. Staff have created books for each school children will attend and these are useful resources for children and parents. One member of staff has specific responsibility for attending the local school transition cluster meetings and her focus is to support the children due to start school. Children with special educational needs and/or disabilities are supported well as staff aim to meet all children's individual needs to a high standard. Staff work closely in partnership with parents and carers and external professionals, such as speech and language therapists and local authority advisors to give children the additional support they need. Parents are included as partners in their children's learning and staff advise them on how to support their children at home.

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

Children are well cared for in this nursery. Their well-being is of high priority to staff. Close bonds are formed between staff and children and this fosters children's sense of security. An effective key person system is in place and children form special relationships with

their key person, however, all staff get to know all children as well and this contributes to the homely feel of the nursery. The nursery is warm and welcoming and children are valued here because their opinions are sought regularly and their creations and pictures adorn the walls. This helps children to feel a sense of belonging in their nursery. Children's personal, social and emotional development is supported very well. They are confident in their surroundings and with staff and are encouraged to be independent. Children behave very well and this is because staff provide them with many exciting things to do so they do not get bored. Staff are good role models and encourage manners and kindness. Children are learning to share and cooperate with each other and these are skills for life. Children are supported well when they first start at nursery and this helps them to settle. When they are ready to move between rooms they join the 'rising threes' group and this aids the transition into the 3-5's room. Children are emotionally well prepared for when they start school.

Children's dietary health is well supported as they enjoy a range of healthy snacks and meals. The nursery cook provides children with hot meals each day which are healthy and nutritious. The nursery kitchen has received the highest possible grade from the local authority environmental health department, which contributes to the protection of children's health. Mealtimes are social occasions where staff and children sit together to enjoy their meals. Children's independence is encouraged as they serve themselves mashed potato and swede, cauliflower and minced beef with vegetables. This helps them to understand their own hunger, food preferences and portion size. They are learning to make healthy choices. Children get regular opportunities for fresh air and exercise in the outdoor area. Their physical development is promoted as they ride around in cars and on trikes, negotiating obstacles and slopes. They climb the ladders and whizz down the slide and are learning about the safety of themselves and others as they slide down the fireman's pole and staff remind them to wait until there are no children at the bottom before they can come down. Children's self-care skills are developing as they independently access the toilets and enjoy washing their hands afterwards. Staff make this fun by singing a hand washing song and children are learning about germs that can make them poorly. When children take part in baking activities they wear hairnets and learn about the importance of washing their hands if they get raw egg on them. Children are protected as staff keep robust records when they administer medication and there is a named member of staff with responsibility for overseeing medication in the setting.

Babies are well cared for in this nursery. Staff form close bonds with them and this helps them to separate from their parent or carer as easily as possible. Staff know babies well and this helps them to meet their needs, for example, staff recognise when babies need their comfort blankets to help them sleep and when bottle feeding babies, staff hold them close and maintain eye contact to help babies feel secure so they can feed well. Staff recognise that all babies are individuals and support them appropriately at mealtimes, for example, by giving them their own spoon to teethe on while they are fed. Staff work in partnership with parents regarding children's care. They share information about children's routines and preferences when children first start and on an ongoing basis. Staff share information with parents about the food their children have eaten, any sleeps they have had and any nappy changes, however, they do not always share this information thoroughly or consistently.

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

Leadership and management is good. The manager and her staff team work closely together and the result is a strong and effective team. The manager is supported by a regional manager and the owner of the nursery as well as an advisor from the local authority, this abundance of support ensures children are provided with high quality childcare and education. The inspection was brought forward following concerns raised about the provider's ability to administer medication appropriately to children, the provider's ability to meet children's individual needs, with regard to nappy changing procedures and the way information was being shared with parents. The inspection found that the provider was not consistently providing parents with regular information about children's care routines and a recommendation was raised. The administration of medication was not found to be of any concern, however, on occasion staff have not woken children who fell asleep when their nappy was due to be changed. Following this, staff have reviewed their procedures to ensure children are always changed before they fall asleep. The manager has a good understanding of her responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are safeguarded because the manager and staff are alert to the signs and symptoms of child abuse and neglect and know the action they must take to protect any children in their care, whom they are concerned about. Staff take swift action to protect children and have developed close relationships with their colleagues in children's services and the children's centre. These partnerships are effective in ensuring information is shared to protect children. Recruitment procedures are robust in ensuring all staff are suitable to work with children. New staff are closely supervised during their induction period while staff and children get to know them, which further safeguards children. Staffs' ongoing suitability is assessed through regular meetings and by refreshing their Disclosure and Barring Service checks every few years. Children are kept safe as staff are vigilant in their supervision of children and they conduct regular risk assessments which ensure the environment is free from hazards. A good range of policies and procedures are in place which underpin staffs' practice.

The manager demonstrates a good ability to meet the learning and development and assessment requirements of the Early Years Foundation Stage. She monitors the educational programmes and observes staff to ensure the quality of teaching is good. Staff also observe each other and offer ideas on how they can enhance their practice. This is effective in that it ensures all staff are regularly reflecting on their practice and how it can be improved to enhance children's learning. Staff and the manager track children's progress using an on-line system which is effective in ensuring all children are making good progress and identifying those who may need additional support. The manager and staff team are good at evaluating their practice. They identify clear priorities for improvement and are proactive at getting the support or resources they need to address their priorities. Good progress has been made since the last inspection. Staff qualifications are now exceeding requirements and the observation, assessment and planning systems are fully implemented to ensure children make progress towards the early learning goals and their next steps are clearly identified. Babies now regularly access the outdoor area so they can play in the fresh air. The management team have a professional and positive

attitude and welcome critique from the local authority and Ofsted to enhance their practice. Training and continuous professional development are encouraged at this nursery. Staff are supported through regular supervision and appraisal meetings where their training needs are identified. They are supported to access regular training and some staff are currently training to further their qualifications. This regular training and commitment to continuous professional development is having a positive impact as the quality of teaching is good.

Partnerships with parents are good, however, the manager and staff appreciate they could be enhanced by providing parents with more information about their child's care routines on a more consistent basis. Parents speak highly of the nursery, praising the staff team and the progress their children have made here. The manager and staff work closely in partnership with many external professionals, such as the children's centre team, local schools, health professionals, social workers and the local authority. This commitment to partnership working is helping to improve outcomes for the children and families the nursery serves. The staff, manager, regional manager and owner have very high expectations of themselves and a strong drive for improvement. They work hard to provide the best possible care and education to their children and families and are always looking for ways to improve.

### **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

<b>Unique reference number</b>	EY395028
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	960348
<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>	33
<b>Number of children on roll</b>	76
<b>Name of provider</b>	Heath Farm Day Nursery Ltd
<b>Date of previous inspection</b>	15/01/2010
<b>Telephone number</b>	01427 617767

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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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