

Riverview Community Kindergarten C.I.C

St John's Primary School, Teindland Close, NEWCASTLE UPON TYNE, NE4 8HE

Inspection date	18/06/2014
Previous inspection date	Not Applicable

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

- Children make outstanding progress from their starting points as a result of staff understanding their individual needs, effective planning and accurate assessment.
- Children's needs are quickly identified and exceptionally well met as a result of well thought through intervention strategies and highly effective partnerships between the setting, parents, professionals and external services.
- The staff team work outstandingly together to ensure children are safe. They all have a deep understanding of how to keep children safe and the child protection coordinator ensures that concerns for children's welfare are immediately addressed.
- Partnerships with parents are exceptional. The staff team work extremely hard to involve parents with decisions that affect every aspect of the provision. Parents are viewed as partners in learning, are extremely well-informed about their children's progress, input into planning and assessments and support learning at home.
- Children behave exceptionally well for their age and stage of development. This is because the staff team have very high expectations of children's behaviour and consistently promote this in the setting.
- The staff team has an excellent understanding of the learning and development requirements and how children learn through planned, purposeful play. They provide interesting, exciting and challenging activities and experiences across all seven areas of learning.

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 playing in the two to three room, the three to four room and the two outdoor play areas.
- The inspector held meetings with the managers and spoke to staff throughout the inspection.
- The inspector completed a joint observation with the managers.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector looked at children's assessments, planning documentation and the systems for tracking children's progress.
- The inspector checked evidence of suitability and qualifications of staff working with children, the policies and procedures, risk assessments and accident records, and self-evaluation documentation.

Inspector

Julia Matthew

Full report

Information about the setting

Riverview Community Kindergarten C.I.C was re-registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a building within the grounds of St John's Primary School, which is in Benwell, Newcastle Upon Tyne and is a Community Interest Company. The kindergarten is accessible to all children and there are enclosed areas available for outdoor play. The setting employs 14 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above, three at level 2, one at level 5.2 and one has Early Years Professional status. The kindergarten opens Monday to Friday, term time only. Sessions are from 8.30am until 4pm. Children attend for a variety of sessions. There are currently 65 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.

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 already very good independence skills by offering them more opportunities to help serve food and drink at snack times.

Inspection judgements

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

All staff have an excellent understanding of the learning and development requirements of the Early Years Foundation Stage. They use this knowledge to assess children's development and to support them to learn and progress. Staff constantly refer to the document as they observe and consider the achievements of their key children. For example, key workers keep copies of their key group's tracking sheets in their apron pockets, referring to them and updating them as children demonstrate new skills or abilities. In this way, assessment is absolutely up-to-date and staff know exactly what their role is in supporting children to progress with their next steps in learning. All staff respond extremely well to children's emerging needs and interests. They encourage children to be involved in group activities with a twist, to inspire them and fire their imaginations. For example, where children might enjoy making play dough together, staff bring role play to life by suggesting that it is 'alien goo'. As a result, children become animated, excited and highly motivated to be involved, which brings a new dimension to an everyday task. The whole setting is filled with easily accessible and often open-ended resources, which provide opportunities for learning inside and outside. Staff have an excellent understanding of their role at extending children's knowledge through appropriate interventions. However, they also recognise when to stand back and let

children explore and investigate so as not to interrupt the flow of their play. Staff teams in different rooms work together to plan activities and experiences, which are appropriate for children's needs. For example, 'Welcome' group time for the youngest children is highly interactive and for a short period of time, whereas for the older children it is longer and helps children to develop patience, listening, sharing and turn-taking skills. As a result, all children make outstanding progress from their starting points and are well-prepared for school, when the time comes. Children with additional needs make rapid progress and are extremely well supported by the special educational needs coordinator, who works in partnership with staff in the setting to make sure that children's specific needs are understood and planned for.

Teaching is highly effective and consistently at a high standard because delivery is flexible and a wide variety of teaching strategies are used as appropriate to need. Staff demonstrate a superb understanding of child development and use this to very good effect when supporting children to learn and develop. Consequently, children absolutely love the time they spend in the setting and are excited and motivated to learn. Staff skilfully capture children's attention with activities, which develop a number of key skills. For example, children listen intently to the traditional tale of 'Goldilocks and the Three Bears', enhanced by the use of puppets and props, which they each hold. Through the use of this story staff support children to develop speaking and listening, turn-taking skills and an understanding of the mathematical language relating to size. Staff value children's utterances and are adept at supporting and promoting language acquisition and understanding through their 'talk-rich' environment. Staff narrate, repeat and scaffold children's communication and understanding skills and as a result, children confidently talk to staff, listen carefully to instructions and follow directions. For example, children understand the routine at snack time, they listen carefully and follow instructions, selecting their name cards, collecting their milk and waiting their turn to choose their snack. Staff remind them about the etiquette of turn-taking in conversations and they respond very well.

A real strength of the setting is the constant and embedded use of sign language, which supports children with delayed speech, but can be used effectively with all children as it always links words with actions. Staff are very keen to continue developing their practice and the provision and see themselves as jointly responsible for improving the setting. They attend a variety of training as a group and individually, which they disseminate and which has a very positive impact on their practice in the setting. For example, staff have visited other settings to consider how they deal with different aspects of practice and recently visited a setting, which supports children with autism. As a result, picture cards are now used at snack time to help children make choices and these are working very well. Staff are aware of the importance of supporting children to develop the skills that they need to move on to school. As a whole, the staff team work together to help children understand rules, routines and behaviour. Children are brought together in large and small groups to enable them to begin to work collectively and are well supported to develop self-help and self-care skills. Consequently, children are well equipped to cope with the move to school when it happens.

Children's progress is closely monitored from the moment they enter the setting. Observations are regularly undertaken, are detailed, linked to the areas of learning and

include next steps for progression. Assessments are accurate and tracking is robust and closely analysed by the managers, who meet with staff to discuss any gaps in learning, which are subsequently planned for. Key workers take a lead in planning for their children and as children engage in activities they observe how well children interact with the environment and each other. For example, by considering which areas of the setting are language 'hot spots' staff are able to tailor their planning in order to take this into account.

Children have individual learning journeys, which record their progress. These include photographs of children engaged in activities, comments they have made and assessments of the developmental stage children are working at. Parents have access to their children's learning journeys and are encouraged to share information about their children's achievements and needs at drop off and pick up times. The entrance hall has a vast array of information for parents to access, including information about what children will be learning and how they learn. Staff, children and parents are celebrated each week when individuals are named as a star for the week and their photographs are displayed on a celebration board. Staff view parents as partners in learning; there are regular formal and informal meetings where parents are encouraged to share their thoughts and input into children's next steps and planning. Consequently, parents feel fully involved, valued and successfully engage with staff to support their children's learning. The setting is proactive in encouraging parents to become involved with learning at home and the recent introduction of 'Literacy Fun Bags' and 'Number Fun Bags', which reflect learning in the setting, have been very well received.

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

Staff are very flexible with the provision for children as they settle in and communicate with parents on a daily basis to update them on progress and to review the strategies they are using. Consequently, children's needs are met and parents feel confident that their children are being well looked after. Highly effective systems are in place to support children with transition to school. Staff have a flexible approach to this and make individual plans to meet children's needs. Detailed reports about children's attainment are compiled by staff and copies of these go to parents and schools. The setting liaise effectively with schools, meet with teachers and offer them the opportunity to visit children in the setting. Staff also work with children to prepare them for the transition, through conversations and activities to help them feel confident and excited about their move. As a result, children make the transition from the setting with ease.

Children's health and well-being is exceptionally well-promoted. A wide variety of freshly prepared, nutritious meals and snacks are provided for children each day. Staff focus on ensuring that individual dietary needs are met and are particularly vigilant of children with food allergies and intolerances. Staff recognise the importance of using meal and snack times to help children develop social skills and promote this very effectively as they chat together, and gently and consistently reinforce expected behaviour. As a result, children quickly learn the etiquette of eating together and the importance of being considerate to others when sharing food and drinks. Staff also take every opportunity to expand children's experiences of food, encouraging them to try different foods and broaden their

awareness of new tastes and textures. Children are encouraged to develop independence skills very effectively as they begin to understand the rules and routines which surround meal time. They really enjoy helping with organisational tasks such as tidying up after they have eaten. However, there is scope to enhance self-help skills at snack time even more by giving children more opportunity to serve food and pour drinks themselves. Staff work extremely hard to support children to become independent and confident with personal care; they reinforce the importance of washing hands at appropriate times by reminding children when to do so and why. Children are also encouraged to develop dressing and undressing skills and as a result, they quickly become confident to try for themselves and do not always go straight to adults for help. Consequently, children are well prepared for school.

Children benefit from plenty of fresh air each day as they can spend extended periods of time outdoors due to the free-flow access they have, in both outdoor areas, all year round. They learn the importance of exercise as they explore the environment, climbing structures, riding wheeled vehicles and thoroughly enjoying large group activities. Staff are acutely aware of the importance of keeping children safe and understand that in order to do this children have to develop an understanding of assessing risk for themselves. Children are encouraged to take risks in their play, both indoors and outdoors. In order to promote this, staff show children how to use tools and equipment safely and remind them about to stay safe as they play. As a result, children are beginning to develop the skills to keep themselves safe. Staff are excellent at promoting positive behaviour and children respond very well to their high expectations. Children are reminded about how to share and any issues between children are quickly and efficiently addressed by staff. Children access a wide variety of high quality resources throughout the setting and these are well-maintained due to the respect children show to their environment. This is as a result of staff being excellent role models and their relentless pursuit to provide a high quality environment for all children to access.

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

Children are exceptionally well-cared for in this warm and inviting, interesting and vibrant setting. Staff are highly skilled at meeting their emotional and physical needs and support their well-being very effectively. Children form very strong attachments with their key worker, who knows them really well and who they go to for help, acknowledgement and comfort. However, all staff work together as a team to support all children in the setting and children are happy to approach staff other than their key worker, if they are not available. Staff astutely recognise children's individual needs and act promptly if children have any difficulties or get upset. Staff understand that depending on personality, children may need a cuddle for comfort, to be distracted by an interesting activity, or space away from other children to help settle their emotions. Furthermore, they are very sensitive to the particular needs of children who speak English as an additional language and those with special educational needs and/or disabilities. For example, they spend time considering how the setting, rules and routines may affect these children and are proactive in making changes to practice or provision in light of this. As a result, all children

quickly develop familiarity with the setting and feel ownership of it.

Parents feel very well supported by staff, who work in partnership with them to help children cope with milestones in their development. 'Peter Potty Bear' is a valuable resource; he goes home with children to make toilet training more exciting for them and to ensure that messages from home and the setting are consistent. There are a wide variety of developmentally appropriate resources, inside and outside, which are well-organised and easily accessible for children. As a result, children are able to access these independently to support their play. Resources cover all seven areas of learning and are added to as appropriate to meet the needs of children. For example, dual language books and resources, which reflect the language and cultures of new children are purchased prior to them starting in the setting.

Children are extremely well-supported at times of transition as staff are particularly sensitive to their needs and aim to make the process as smooth and enjoyable as possible. In the setting, children and staff move between rooms for short transition visits. This allows children to become familiar with their new environment, while still having the emotional support of their key worker. Another innovative practice, which supports transition is 'Friday Fun', a flexible day where children are involved in choosing activities and experiences. The two rooms are either opened up completely so that children can mingle together, or children swap rooms. Consequently, children become familiar with the whole setting and gain from interactions with their peers and staff. Parents work closely with their child and their child's key worker as part of an excellent induction process to develop strong links before children start in the setting. Parent handbooks provide information for parents and are translated into languages other than English if required. In this way, all parents are supported to understand what experiences their children will have in the setting. Policy documentation ensures that they are aware of how staff keep their children safe and secure. Parents provide the setting with a comprehensive range of information about their children's care and development needs and this promotes continuity of care between home and the setting. Key workers analyse and collate this information and use it as a starting point to plan for children and to offer support to parents if appropriate.

Leadership is inspirational. The managers work extremely effectively as a team and show a first class commitment to continually improving the setting in order to best meet the needs of children in their care. They successfully lead a team of well-qualified, experienced and highly motivated staff who demonstrate an enthusiasm for their work and a shared desire to improve outcomes for children. Staff clearly enjoy working in the setting and morale is very high. Self-evaluation and reflection are a daily part of practice and underpin all the work that goes in to the setting. Good practice is regularly shared. After attending training, staff cascade their new found knowledge to the rest of the staff team. The managers, room leaders and staff team are always looking for ways looking for ways to improve the setting and their capacity to continually improve is outstanding. Staff questionnaires ensure that they have an opportunity to share their thoughts and ideas. Staff value this and the training opportunities they get, which relate to the needs of the setting and their own particular interests. Recruitment procedures are embedded and ensure that new employees are thoroughly vetted. All staff hold appropriate qualifications and demonstrate a clear understanding of their roles and responsibilities. The managers

monitor educational programmes very effectively to ensure that there is breadth and depth in provision. Data is interrogated for individuals and groups of children. When gaps in learning are highlighted intervention strategies are quickly implemented, to very good effect. For example, the managers recently introduced 'Number Fun Bags', after pinpointing mathematics skills as an area for development. Mathematics attainment is being closely monitored. Staff supervision is regular, highly effective and involves observations of teaching and monitoring of planning and recording. Strengths are celebrated and targets for improvement are agreed. Termly reviews offer staff the opportunity to talk about their key children and any personal areas for development. Yearly appraisals offer an opportunity for staff to review their performance and plan for the year ahead.

Children's welfare and well-being is exceptionally well-promoted because all staff have attended safeguarding training and have an excellent understanding of safeguarding issues. The managers take a lead on safeguarding and it is well-promoted by the child protection coordinator, who has been trained as a trainer and supports staff and inductees very effectively. Robust policies and procedures are implemented consistently to ensure that concerns are quickly and efficiently dealt with. Staff have an in-depth understanding of the signs and symptoms of abuse, are vigilant and know what to do if they have concerns about a child. Up-to-date risk assessments ensure that children are safe in the setting and on outings. Parents have access to all the setting's policies and risk assessments and risk assessments for outings are displayed on boards in the entrance hall.

Partnerships with parents are a real strength of the setting. The managers and staff team work tirelessly to support parents by developing meaningful and cooperative relationships with them in order to best meet the needs of their children. Parents are very comfortable in the setting, they are welcomed and chat to staff as they drop off and pick up their children. They are very happy with the way their children are helped to settle, their progress and the information they get about what their children are experiencing. Staff signpost parents to services, which will be of benefit for them. They work closely with parents of children with special educational needs and/disabilities to ensure that they are fully informed about how the setting supports them. Parents are given lots of opportunities to share their views about the setting. A comments box in the entrance area allows parents to share their ideas anonymously if they wish and they respond well to questionnaires. The managers have an excellent knowledge of the needs of the local community and use this, along with the information gathered in the setting, to successfully plan to meet parents' needs. Staff work extremely effectively with other professionals; they work closely with the local authority, the local children's centre and health professionals to develop their practice and knowledge. Extremely good relationships have been developed with local schools, with whom they share information at the point of transition. Consequently, children's needs are very well-supported.

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	EY471594
Local authority	Newcastle
Inspection number	946642
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	65
Name of provider	Riverview Community Kindergarten Community Interest Company
Date of previous inspection	not applicable
Telephone number	0191 2727440

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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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