

Riverside Community Nursery

1a Riverside Close, London, E5 9SP



Inspection date

9 March 2015

Previous inspection date

24 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The staff work very well as a team, with identified roles and responsibilities. Management supports them to attend relevant training and update their qualifications, to enhance their professional practice.
- Children are making strong progress in their learning and development. They benefit from an exciting range of activities indoors and outdoors, which staff use well to support children's well-being and individual development.
- Staff develop very successful partnerships with parents. They implement effective systems of communication to ensure information is exchanged on a daily basis, periodically meeting with parents to review children's developmental progress.
- Management meets with the staff team regularly. Managers also provide supervision sessions, to support staff development well.
- Staff work as a team to address action plans and drive continuous improvement.
- Management and staff have made improvements since the last inspection to help promote children's welfare and learning opportunities. These improvements contribute to children becoming more active learners and support their move to school.

It is not yet outstanding because:

- The organisation of some activities and snack time does not always enable children's concentration or challenge their interests and choices effectively.
- Although staff promote children's communication and language overall, some staff are not aware of children's home languages, to use key words to help with young children's early communication.

What the setting needs to do to improve further

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

- review the organisation of snack time so that children's engagement in focused activities can continue without interruption, to promote development of their concentration skills
- ensure all staff working directly with the youngest children learning English as an additional language, are aware of, and use, key words of communication in children's home language.

Inspection activities

- The inspector spoke to staff, parents, and children throughout the inspection.
- The inspector spoke to staff in regards to the systems used for monitoring children's development, sampled documentation, children's progress records and planning documents.
- The inspector and manager carried out a joint observation of an adult-led focus activity.
- The inspector observed activities indoors and outdoors.
- The inspector gathered information about the steps taken to assess staff suitability, and looked at a sample of the setting's policies and procedures.

Inspector

Shaheen Belai

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have a good knowledge of the learning and development requirements. They provide a good amount of well-planned, purposeful activities, which enhance children's learning and development. Staff use good systems to identify children's abilities on entry. This provides staff with information to identify children's learning needs and to plan for them. There are good systems of observation and staff carry out the required assessments. Staff provide good opportunities for children to develop early mathematics skills and there are ample opportunities for children to explore messy play, role play, and music and movement. Staff use circle time very well to teach children about the current theme, using props and engaging children to share experiences. However, the organisation of routines sometimes stops children from taking part in popular and enjoyable activities when they are deep in concentration. For example, staff bring an activity to an abrupt halt because staff need the same activity table for snacks. The nursery maintains strong links with local schools and nurseries so that children experience continuity in their learning when they move between settings.

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

Children are confident, happy, and build good relationships with their friends and staff. Children enter the setting with confidence and separate from their main carers with ease. They have developed strong bonds with staff, who have an active role in their key child's learning and development. Children develop an understanding of keeping themselves safe through consistent reminders from staff. Children behave very well as staff maintain consistent methods to teach the children right from wrong. As a result, there is a sense of harmony in the setting. Children play in a well-organised, clean, and child-friendly learning environment. Equipment, toys and resources are of good quality and meet the children's individual ages and stages of development. Children benefit from regular fresh air and exercise by using the outdoor play areas and going out in the community regularly. Children receive a balanced and nutritious diet as part of a healthy lifestyle.

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

All staff have attended safeguarding training to update their knowledge. This helps to safeguard children and protect their welfare. All required documentation is maintained. There are effective programmes for the induction of newly appointed staff and students, as well as for safe recruitment. Staff work as a committed team to address self-evaluation. They seek regular parental feedback on the service provided and welcome the regular input from the local authority. Staff meet regularly as a team to review the setting's policies and procedures, to ensure they understand and implement them effectively.

Setting details

Unique reference number	EY278939
Local authority	Hackney
Inspection number	973076
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	42
Number of children on roll	65
Name of provider	Riverside Community Nursery Ltd
Date of previous inspection	24 March 2014
Telephone number	0208 806 7143

Riverside Community Nursery registered in 2004. The setting is situated in Upper Clapton, within the London Borough of Hackney. It is managed by Riverside Community Nursery Ltd. The setting opens on weekdays from 8am to 6pm, 51 weeks a year. The setting receives funding for two-, three-, four-year-old children. The setting supports a number of children who speak English as an additional language. In total, 11 staff work at the setting, nine of whom hold relevant qualifications, ranging from level 3 to degree level.

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