

# Riverside Early Years

Seascout Headquarters, Witham Bank East, Boston, Lincs, PE21 9JU



## Inspection date

11 January 2016

Previous inspection date

16 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Most staff are qualified and have a good understanding of how children learn. They use their knowledge to plan activities and experiences that promote children's development across the areas of learning.
- The management and staff have developed excellent relationships with other professionals. They work closely together and share information regularly. Quick and seamless interventions are put in place for children who require further intervention, in order to promote their good progress. Consequently, disabled children and those with special educational needs are very well supported.
- Children enjoy their time in this welcoming setting. Staff place a strong emphasis on promoting children's emotional well-being. Staff are kind and nurturing. Children's individual care needs are well met.
- There are good parent partnerships. Staff use a range of effective methods to involve parents in their children's learning. They provide ideas for parents to continue their children's development at home. This helps to provide continuity of care and learning to help children make more rapid progress.

### It is not yet outstanding because:

- Some younger and less confident children require further support to explore, experiment and lead their own play.
- The manager does not thoroughly monitor the progress between different groups of children to ensure potential gaps in learning are swiftly identified and closed.
- There are not many opportunities for children to learn about similarities and differences between themselves and others.

## What the setting needs to do to improve further

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

- provide more help to younger and quieter children so that they can express their own interests and increase their concentration in activities of their choosing
- extend the systems for monitoring progress made by different groups of children and use the information to increase the potential for all children to make the best possible progress
- extend opportunities for children to increase their understanding of similarities and differences between other communities, traditions and beliefs.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the setting manager.
- The inspector held a meeting with the setting manager. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Sharon Alleary

## Inspection findings

### Effectiveness of the leadership and management is good

The management and staff have taken effective steps to ensure good progress has been made since the last inspection. As a result, the provision for children's learning and development has improved significantly. Arrangements for safeguarding are effective. All staff have a good understanding of their responsibilities. They know what to do if they have a concern about a child in their care. The setting's paperwork is well organised and detailed, helping to ensure children are protected from harm and their welfare is promoted. Staff attend training to enrich their own skills and then share their increased knowledge of good practice with colleagues. This has a positive impact on children's progress, as staff update their skills and knowledge. The manager has an established system of frequent supervision sessions and staff meetings to ensure staff are valued and supported. This has a positive impact on the quality of staff's practice. Action plans for further improvement identify what needs to be developed. The manager includes the views of staff and those who use the setting in her evaluations. She acts on advice to help drive continuous improvement.

### Quality of teaching, learning and assessment is good

Teaching is good. Staff complete regular observations and assessments of children, which helps them plan for future learning opportunities. Children speak confidently to staff and visitors. Staff effectively question and interact well with the children. This deepens children's thinking and develops their language and communication skills well. Staff who speak dual languages support children who speak English as an additional language to confidently communicate in English and their home language. Older children develop a growing awareness of information technology, for example, by using applications on a computer. Staff provide good opportunities for children to develop their early literacy and writing skills. Children practise writing their name on their artwork. This helps to equip children with key skills needed for their future learning.

### Personal development, behaviour and welfare are good

There is a well-established key-person system and children have very secure attachments to staff. Children enter the setting happily. They are eager to get involved with activities. Children have plenty of opportunities to use the outdoor area, which helps them develop their physical skills. They run around and use a variety of tools as they play in the mud kitchen. Staff encourage children to be independent. Children enjoy choosing from a selection of food at the snack bar and at lunchtime. In addition, they competently pour their own drinks. Staff are good role models. They listen to the children and consult them about what they would like to do. Children respond positively to the gentle reminders that staff provide about the expectations for behaviour and to ensure everyone stays safe.

### Outcomes for children are good

All children, including those who receive funding, are progressing well within the expected range of development for their age, given their starting points and capabilities. They are well prepared for their next stage in learning, including the eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY252732
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1028660
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 10
<b>Total number of places</b>	32
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Pauline Anne Almond
<b>Date of previous inspection</b>	16 May 2013
<b>Telephone number</b>	07974 702519

Riverside Early Years was registered in 2003. The setting employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications. The setting opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The setting provides funded early education for two-, three- and four-year-old children. The setting supports children who speak English as an additional language, disabled children and those with special educational needs.

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