

Riverside Day Nursery

East Reading Adventure Playground Association, Palmer Park, Reading, RG1 3PA



Inspection date

Previous inspection date

22 November 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The manager does not monitor staff practice effectively or provide staff with the coaching, support or training needed to improve the weaker teaching practice in the two to three's room.
- The quality of teaching varies. Staff in the two-to-three's room fail to use information from children's assessments effectively to plan activities that motivate children to learn. Staff in other groups do not always challenge children or extend children's thinking skills sufficiently. Not all children make good progress in their learning.
- The key-person system is not effective across the nursery. For example, at times, staff in the two-to-three's room are not always successful in comforting their key children. They do not consistently respond in a timely way to children's emotional needs.
- The provider does not evaluate the provision accurately to identify breaches in requirements and areas for improvement.
- Staff do not make the most of opportunities to increase children's awareness of personal safety. Children do not learn the possible consequences of their actions.
- Babies do not have many opportunities to engage in sensory play.

It has the following strengths

- Staff celebrate children's languages and cultures and teach young children to begin to learn about the wider world.
- Partnerships with parents are sound. Staff share some useful information with parents.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ provide effective monitoring, support, coaching and training for all staff to ensure they use assessments effectively and tailor activities to meet children's individual learning needs	31/01/2017
■ raise the quality of teaching throughout the nursery and ensure all staff challenge children's learning, extend their thinking skills and help them to make good developmental progress	31/01/2017
■ develop the key-person system to ensure that all staff listen and respond to children and have a continuous awareness of children's changing interests and individual needs.	31/01/2017

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

- make effective use of ongoing evaluation to identify breaches of legal requirements and target areas for future improvement
- create more opportunities for children to increase their safety awareness
- increase opportunities for babies to develop their curiosity and explore using their senses.

Inspection activities

- The inspector had a tour of the nursery and carried out a joint observation with the manager.
- The inspector observed the quality of staff's interactions with children.
- The inspector held discussions with the manager and staff at appropriate times during the inspection.
- The inspector took into account the views of parents spoken to on the day.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability checks of staff.

Inspector
Jane Franks

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff are knowledgeable about safeguarding matters and the procedures to follow should they have any concerns about a child's welfare. The management is keen to make improvements and include the views of children and parents when reviewing the provision. However, management's knowledge of the legal requirements is not good enough to identify breaches in requirements and all areas of weakness. The manager provides some training for staff. However, her monitoring has not effectively identified the inconsistencies in the quality of teaching and use of assessment across the nursery, and staff have not received relevant support to improve.

Quality of teaching, learning and assessment requires improvement

Not all staff plan challenging activities that build on what children know and can do, or motivate children to learn. This is particularly evident in the two-to-three age group room. The available activities and resources in the room lack challenge for some children. For example, children play with stacking cups and shape sorters; however, they quickly become bored, appear frustrated, tip toys out of boxes, run around, and some children fight over toys. Staff intervene and manage children's behaviour appropriately, but they do not realise that the behaviour can be attributed to poor planning. Staff in the baby room provide opportunities for babies to explore. For example, they climb in large boxes and enjoy games with staff, but staff do not encourage babies to develop their senses. Pre-school children design their own kites and thoroughly enjoy flying them in the garden. Staff do not use all opportunities to encourage children to think for themselves.

Personal development, behaviour and welfare require improvement

Children's emotional needs are not always met well. Some staff find it difficult to provide the reassurance and comfort children need when they are upset. Children enjoy nutritious meals and snacks throughout the day. They know to help themselves to water and confidently feed themselves. Staff teach children to share and take turns, but they do not encourage children to think about how to behave safely; for example, a child is told not to rock on their chair but not that it could be dangerous. Children develop their physical skills and are active outdoors each day. For example, they have opportunities to use a good range of equipment at the park and at the nursery.

Outcomes for children require improvement

Overall, children gain confidence and most make reasonably steady progress in their learning from their starting points. Children develop their vocabulary and communication skills. Babies have some enjoyable learning experiences. Children in the two-to-three age group do not make good progress but do better when they move into the pre-school group. Children gain the key skills they need to prepare them for school.

Setting details

Unique reference number	EY499934
Local authority	Reading
Inspection number	1078024
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	59
Number of children on roll	70
Name of registered person	Riverside Day Nursery Limited
Registered person unique reference number	RP900983
Date of previous inspection	Not applicable
Telephone number	0118 9665040

Riverside Day Nursery Ltd re-registered in 2016. It operates in Reading, Berkshire. The nursery opens from Monday to Friday, 7.30am until 6pm, for 50 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. There are 22 members of staff, 13 of whom have a level 3 qualification and eight of whom hold a level 2 qualification.

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