

# Riverside Nursery

1a Riverside Close, London, E5 9SP



<b>Inspection date</b>	26 October 2017
Previous inspection date	9 March 2015

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

## Summary of key findings for parents

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

- The provider and manager have worked hard to address actions previously set by Ofsted. They have used support from the Hackney Learning Trust to help them to successfully address most of the actions raised. Further action is required to raise the quality of teaching and assessment to a consistently good standard; however, the provider, manager and staff are working towards achieving this.
- New arrangements to supervise and support staff are not fully embedded. Some staff do not have a confident knowledge of how to fulfil all of the requirements of their role.
- Assessment of children's development has improved, but some inconsistencies remain. Staff do not always have an accurate understanding of children's individual abilities and do not consistently guide children's learning and development as effectively as possible.

### It has the following strengths

- Parents value the good relationships they have with staff and leaders. They feel staff care for their children well and involve them in their children's learning.
- Children develop close bonds with staff, which helps them to feel happy and secure in the nursery. Children behave well.
- Staff work effectively in partnership with parents and other professionals to support children who have special educational needs.
- Children are confident when communicating with staff and visitors to the nursery. They ask questions and share their thoughts and ideas.
- Children who speak English as an additional language become fluent in speaking and understanding English.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ strengthen further the systems for staff supervision, to continue to improve staff performance and ensure that staff understand the requirements of their roles and responsibilities</li> </ul>	08/12/2017
<ul style="list-style-type: none"> <li>■ make better use of ongoing assessments of children's progress to help staff consistently identify the next steps in children's learning and target teaching to consistently offer an appropriate level of challenge.</li> </ul>	08/12/2017

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

- develop a culture of reflective practice among leaders and staff so that areas of weakness in practice and provision can be identified and resolved quickly and effectively.

### Inspection activities

- The inspector observed a range of activities, indoors and outdoors, and assessed the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the manager and provider. She also explored the views of the staff and children during the inspection.
- The inspector had discussions with parents and considered their views, along with parents' written feedback.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's learning records.
- The inspector carried out a joint observation with the manager.

### Inspector

Sarah Crawford

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The provider and manager have successfully addressed most of the actions previously set; however, some weaknesses in practice remain. Improvements to the systems for staff supervision are not fully embedded. Further work is needed to strengthen the quality of teaching and assessment and raise them to a consistently good standard. The manager and staff have developed a robust understanding of safeguarding issues and the procedures for reporting concerns have been strengthened. Safeguarding is effective. The provider has assessed the risks to children's health during hot weather. Plans have been implemented to ensure that rooms are kept at safe temperatures and children's health is protected when they are outdoors. Managers and staff have introduced effective strategies to manage children's behaviour. Staff use knowledge and skills gained through recent training well, to help children understand rules and boundaries. The manager and staff maintain accurate records of incidents which occur in the nursery. They understand their responsibility to share these with parents and with other agencies as appropriate.

### **Quality of teaching, learning and assessment requires improvement**

Overall, monitoring of children's learning has improved. However, in some cases this remains inconsistent. Staff gather useful information from parents about children's interests and what they can do. However, at times, they do not use this as effectively as possible to guide children's learning and development. Nevertheless, the nursery environment is welcoming and staff provide a good range of age-appropriate resources for children to explore. The resources engage the children and help them to enjoy their time at nursery. Children develop good hand-to-eye coordination as they handle and manipulate materials. For example, they enjoy making models from play dough.

### **Personal development, behaviour and welfare are good**

The manager and staff have worked hard to address issues affecting children's welfare. The key-person system works effectively to support children's emotional well-being and care needs. Children settle in quickly when they join the nursery and become active, enthusiastic learners. They confidently explore the indoor and outdoor areas and select toys and resources to support their independent play. Children learn to develop healthy lifestyles. For instance, they enjoy plenty of fresh air and physical activities in the nursery garden each day. This is enhanced by regular visits to local parks and outdoor spaces. Meals and snacks provided are nutritious and include plenty of fresh fruit and vegetables.

### **Outcomes for children require improvement**

Inconsistencies in teaching and assessment mean that some children are not achieving as much as they are capable of. Nevertheless, children, including those receiving additional funding and those who have special educational needs, develop skills to support their future learning and help them to prepare for school. Pre-school children practise counting during shopping games. Toddlers learn how to handle and operate simple tools and equipment. For example, they use rakes and brooms to clear fallen leaves in the nursery garden, and shape play dough using knives and scissors.

## Setting details

<b>Unique reference number</b>	EY278939
<b>Local authority</b>	Hackney
<b>Inspection number</b>	1091890
<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>	1 - 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Riverside Community Nursery Limited
<b>Registered person unique reference number</b>	RP521629
<b>Date of previous inspection</b>	9 March 2015
<b>Telephone number</b>	0208 806 7143

Riverside Nursery registered in 2004. The setting opens each weekday from 8am to 6pm, for 51 weeks a year. The setting receives funding for the provision of free early education for children aged two, three and four years old. The provider employs nine members of staff to work with the children, eight of whom hold relevant childcare qualifications. The manager and one other staff member hold level 6 qualifications and other staff are qualified at levels 3 and 4.

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