

Riverside Day Nursery

Tilia Lodge, Palmer Park, London Road, Reading, RG1 3PA



Inspection date

6 November 2017

Previous inspection date

22 November 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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

- The manager and staff have a good understanding of their roles and responsibilities, including safeguarding children. They provide a safe and secure environment for children to independently explore and investigate.
- Children develop good communication skills, are enthusiastic learners and gain the necessary skills to help prepare them for their future learning.
- Partnerships with parents are good and support a consistent approach to children's learning. Parents comment that they value the care their children receive.
- Staff implement an effective key-person system throughout the nursery. Children demonstrate secure emotional attachments and are happy and confident with the staff.
- Leaders and staff have addressed all actions and recommendations raised at the last inspection successfully. They know the setting's current strengths and areas for development, and implement effective improvement plans to raise standards and children's outcomes continually.

It is not yet outstanding because:

- Staff do not consistently focus on recognising the learning opportunities for children and extend their knowledge of mathematical concepts, such as numbers, sizes, shapes and weights.
- Some activities do not provide enough challenge to support children to move rapidly through the next steps in their learning.

What the setting needs to do to improve further

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

- extend opportunities to support children's understanding and use of mathematical language
- make better use of assessment to consistently plan more-challenging activities and enable children to make more-rapid progress in their learning.

Inspection activities

- The inspector observed activities in the three main base rooms and the garden.
- The inspector carried out a joint observation with the manager and checked evidence of suitability and qualifications of staff working with children.
- The inspector looked at relevant documentation, including children's learning records, planning, a selection of the setting's policies and children's records.
- The inspector held meetings with the manager and the director, and spoke with staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Anneliese Fox-Jones

Inspection findings

Effectiveness of the leadership and management is good

The nursery has made good progress since the last inspection. The new manager provides good leadership. She evaluates the nursery effectively and seeks the views of the staff and parents. The manager has begun to monitor staff practice to support all staff working with children effectively. She has identified some of their training needs and the quality of teaching has improved. For example, staff have attended training on observation, assessment and planning. This has a positive impact on their ability to support children's learning. Arrangements for safeguarding are effective. Staff have good knowledge of child protection procedures and know how to report concerns. There are rigorous procedures to check that staff are suitable to work with children. Staff develop good partnerships with local schools to support consistency in children's learning.

Quality of teaching, learning and assessment is good

The staff team is developing new systems to monitor children's progress. Overall, they use their observations and assessments well to plan for children's learning. Babies enjoy a calm environment where they develop their curiosity and explore using their senses. Staff provide well-timed interactions to support children's developing communication skills effectively, particularly in the toddler room. Children enjoy investigation and exploration, for example, as they sift through leaves to identify insects and mini-beasts. Children enjoy play and exercise, particularly investigating the outdoor environment, engaging in sensory play, balancing, climbing and painting. Staff help children to consolidate and deepen their learning well. For example, they help children develop their creative and physical skills through activities linked by well-known children's stories or songs.

Personal development, behaviour and welfare are good

Children build good relationships with all staff, contributing to the smooth start that children make to their educational experiences. There are good ratios throughout the nursery. Staff are organised and supervise children well. Staff offer children gentle reassurance and praise. They implement sensitive procedures when children move rooms. They prepare them well through visits and encourage them to mix with the older children. Children are confident to seek help and support when needed, and delight in taking on responsibilities, such as during mealtimes. Staff help children to understand the diversity of the world in which they live and to appreciate the views of others. Staff help children to know and understand how to behave. Their behaviour is good.

Outcomes for children are good

Children are working comfortably within the range of development typical for their age. Older children have good independence skills and learn to take care of themselves, for example, as they get ready for playing outside. All children, including those who speak English as an additional language, develop good communication skills. Older children help to direct and plan their activities successfully. They are enthusiastic learners who develop skills which support them well to make good progress in preparation for school.

Setting details

Unique reference number	EY499934
Local authority	Reading
Inspection number	1079289
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	53
Name of registered person	Riverside Day Nursery Limited
Registered person unique reference number	RP900983
Date of previous inspection	22 November 2016
Telephone number	0118 9665040

Riverside Day Nursery re-registered in 2016. It is in Reading, Berkshire. The nursery opens Monday to Friday from 7.30am until 6pm, for 50 weeks of the year. The nursery receives funding to provide free early education for two-, three- and four-year-old children. There are 20 members of childcare staff, 18 of whom have appropriate early years qualifications at level 3 and four hold a qualification at level 2.

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