

# Riverside Nursery

1a Riverside Close, London, E5 9SP



## Inspection date

14 February 2018

Previous inspection date

26 October 2017

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
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:

- Since the last inspection, the provider has not taken prompt action to improve staff's knowledge of assessment to enable them to effectively plan the next steps in children's learning. Therefore, children are not helped to make the best possible progress.
- Some staff do not model correct forms of language to support younger children's language development. Also, they do not help older children to express their ideas.
- At times, staff miss opportunities to promote children's self-care skills and early mathematical understanding fully.
- The provider has not kept Ofsted informed of the change to the manager. The self-evaluation process has not been developed to swiftly identify weaknesses in practice.

### It has the following strengths

- The manager has begun to carry out supervisory meetings and peer observations to support staff's practice. For example, she has extended activities to build on children's imaginative skills. Furthermore, she has taken steps to increase the numbers of staff trained to administer paediatric first aid to support children's health and well-being.
- Since the last inspection, the provider has strengthened links with the early years team to help develop the outdoor environment to further support children's physical skills.
- Children eat a range of suitable healthy meals. Staff talk to children about what they are eating, which helps develop their understanding of healthy eating.

## 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>■ improve staff's knowledge and understanding of how to use information gained from assessments to identify what children need to learn next to help them make good progress</li> </ul>	04/03/2018
<ul style="list-style-type: none"> <li>■ support the development of children's communication and language skills, encouraging pre-school aged children to express their ideas and younger children to build on their vocabulary</li> </ul>	04/03/2018
<ul style="list-style-type: none"> <li>■ gain knowledge and understanding of what needs to be notified to Ofsted.</li> </ul>	04/03/2018

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

- increase opportunities for children to develop their self-care skills and independence
- make the best of all opportunities to support children's early mathematical understanding and experiences, with particular regard to counting and using mathematical words
- develop the process for self-evaluation to identify weaknesses and take appropriate action to improve the quality of the provision and raise outcomes for children.

### Inspection activities

- The inspector held discussions with the provider and manager about the nursery practices and procedures.
- The inspector observed staff's interactions with the children.
- The inspector held discussions with staff at appropriate times and spoke to parents to gain their views about the nursery.
- The inspector carried out a joint observation with the manager.
- The inspector looked at some documents, including staff's records, information for parents, children's assessment records, risk assessment and policies.

### Inspector

Jennifer Liverpool

## Inspection findings

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

The improvements made since the last inspection have not gone far enough to raise the quality of teaching and learning to a good level. For example, the provider has not taken swift action to improve staff's understanding of how to assess children's progress and plan for their individual learning. The provider has failed to notify Ofsted about the appointment of a new manager, although she has carried out appropriate checks to determine the manager's suitability to work with children. Safeguarding is effective. The arrangement for the deployment of staff is good, ensuring ratios are maintained and children are well supervised. The management team knows how to manage complaints. The manager and staff show a clear understanding of child protection procedures and know what to do if they have concerns about a child. Staff's partnership with parents is positive. They inform parents about their children's daily routines and progress. Parents say that they are happy with the care their children receive.

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

Staff do not have sufficient understanding of how to use information gained from assessments to extend children's learning and help them make good progress. Some staff do not provide sufficient challenge for children who can count beyond 20 or introduce young children to mathematical words. Staff create opportunities to support babies' communication skills. However, some staff do not expand on young children's attempts to communicate or help older children express their ideas. Staff provide a range of opportunities that enables children to value their diverse backgrounds. Children learn to sing a range of rhymes and songs from memory.

### **Personal development, behaviour and welfare require improvement**

The flexible settling-in arrangements help new children settle and feel at ease and babies begin to form close attachment with their key person. Staff undertake risk assessments to remove any hazards that may cause harm to children's safety. In addition, the management team takes appropriate action to replenish resources, such as tissues, to support children's general health and well-being. However, children's self-care and independence skills are not consistently encouraged. Children's physical skills are developing well.

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

Children enjoy their time at the nursery, but they do not make good enough progress due to the weakness in assessments and aspects of teaching. Nevertheless, children do enjoy listening to stories and learning to make marks. They develop painting techniques and learn about their local area. Babies crawl and learn to walk in this friendly environment. Children learn important social skills, such as sharing and taking turns.

## Setting details

<b>Unique reference number</b>	EY278939
<b>Local authority</b>	Hackney
<b>Inspection number</b>	1125108
<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>	0 - 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Riverside Community Nursery Limited
<b>Registered person unique reference number</b>	RP521629
<b>Date of previous inspection</b>	26 October 2017
<b>Telephone number</b>	0208 806 7143

Riverside Nursery registered in 2004. The nursery is located in Upper Clapton in the London Borough of Hackney. The nursery opens Monday to Friday from 8am to 6pm, for 51 weeks a year. The provider receives funding for the provision of free early education for children aged two, three and four years old. The provider employs 10 members of staff to work with the children, nine of whom hold relevant childcare qualifications at levels 2 and 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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