

# Riverside Day Nursery

Sure Start, Market Arcade, GAINSBOROUGH, Lincolnshire, DN21 2DY



<b>Inspection date</b>	2 May 2018
Previous inspection date	8 April 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Staff build strong partnerships with parents. Information is regularly exchanged between parents and the key person. For example, this includes regularly reviewing children's progress together. Parents spoken to on the day of inspection value the service the friendly and supportive staff offer to them and their children.
- Senior managers have a good overview of staff performance. Regular supervision sessions enable managers to identify training needs. Staff have attended behaviour management training. This has increased their knowledge and skills. They implement a wide range of effective strategies to identify triggers that may cause any unwanted behaviour. Staff effectively support children's good behaviour.
- Children are happy and settled. They enjoy their time at the nursery and are active learners. There are warm and secure attachments in place between children and the staff team.
- Staff use their observations and assessments of children's play to accurately monitor children's progress. They plan a wide range of interesting activities to support children's individual next steps in their learning.

### It is not yet outstanding because:

- Sometimes, staff are over enthusiastic in their teaching. They do not always give children time to think and respond to their questions.
- On occasions, staff do not encourage children to build on their interests to develop their creative skills and freely express themselves more extensively.

## What the setting needs to do to improve further

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

- support staff in recognising when children need more time to answer questions, to extend their thinking skills
- extend children's interests and opportunities to express themselves and use their own ideas more freely.

### 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 manager.
- The inspector held a meeting and discussions with the manager and two area managers. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to some parents during the inspection and took account of their views.

### Inspector

Judith Rayner

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure knowledge and understanding of how to keep children safe from harm. They complete regular training to keep updated with wider aspects of protecting children. The suitability of staff is monitored effectively. The manager and the senior management team have high expectations of staff and regularly monitors the service they provide. They quickly set targets to address any areas for development to improve the nursery provision. The manager monitors and tracks children's progress closely. Early intervention is quickly sought to ensure any gaps in learning are quickly narrowed. Staff work closely with parents and other professionals. This helps to support individual children's needs and those children who speak English as an additional language to make good progress from their starting points.

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

Teaching is of a good standard and staff interact purposefully with children. For example, in the pre-school room staff help children to develop their hand-to-eye coordination and small physical development. They help children to learn about the different techniques they can use to move a plastic ball along a line on the floor. Children are enthusiastic and quickly engage in the activity. Staff skilfully extend children's learning and encourage children to try doing the same exercise outdoors. They compare their outcomes and the impact the weather has on how successful or not they are. Children are motivated and confidently use language to share what they know and what they have discovered. Staff in the toddler room warmly engage with children. They repeat words clearly and sing songs to extend the toddler's range of vocabulary effectively.

### Personal development, behaviour and welfare are good

Staff encourage children to adopt a healthy lifestyle. They provide healthy meals, promote regular handwashing and ample opportunities to be physically active outdoors. Staff are good role models and support children's emotional well-being effectively. The key-person system works well to support children when settling into the nursery. The good settling-in procedure ensures staff gain plenty of information about children's routines and interests. Group times encourage children to listen to others and develop their social skills well. Children play cooperatively, learn to share toys and take turns.

### Outcomes for children are good

Children of all ages and abilities, including funded children make good progress from their starting points. They gain the necessary skills to support the next stage of their learning and their move on to school. Children make marks, enjoy looking at books and listening to stories to support their literacy skills. Children develop their mathematical skills well. Toddlers count out each spoonfull of mixture when they help make play dough. Pre-school children recall the different sizes and shapes of objects hidden during a memory game. Children are independent from a young age. Toddlers select toys of their choice. Older children manage their personal care needs well and help to tidy away the toys.

## Setting details

<b>Unique reference number</b>	EY395028
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1088084
<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>	33
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Heath Farm Day Nursery Ltd
<b>Registered person unique reference number</b>	RP529044
<b>Date of previous inspection</b>	8 April 2014
<b>Telephone number</b>	01427 676115

Riverside Day Nursery registered in 2009. The nursery employs nine members of childcare staff. Of these, two hold an appropriate early years qualifications at level 4, five hold an appropriate early years qualifications at level 3 and two hold an appropriate early years qualifications at level 2. The nursery opens from Monday to Friday, all year round, except for one week at Christmas and all bank holidays. Sessions are from 8am until 5pm. The nursery provides funded early education for two-, three- and four-year-old children.

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