

Inspection date	31 October 2018
Previous inspection date	14 February 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

The provision is good

- Staff have developed strong and trusting relationships with parents. Daily conversations between staff and parents help to provide a consistent approach in supporting children's care and learning.
- Staff provide a welcoming and bright environment where children are eager to explore. Children have formed positive relationships with the staff, who know the children well and are responsive to their individual needs.
- Children, including those who have special educational needs (SEN) and/or disabilities, make good progress from their starting points. Staff work very closely with other professionals and parents to offer additional tailored support that meets children's individual needs.
- The manager evaluates the provision well and considers the views of staff and parents to develop the practice effectively. For example, she has recently introduced an online observation and assessment programme to enable parents to access and follow their children's developmental progress more easily.
- The manager meets regularly with the staff to ensure they are consistently supported to improve their practice. For example, following training to develop children's communication and language, staff use visual aids and props to support children who speak English as an additional language and children who have SEN and/or disabilities.

It is not yet outstanding because:

- At times, staff do not organise some group activities and routines well enough to help young children remain fully interested in learning.
- On occasion, staff do not sharply evaluate children's achievements and precisely identify the most relevant 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:

- review the organisation of some group activities and routines and help young children remain well focused on their learning
- sharpen assessments of children's achievements to consistently set accurate and challenging next steps for their learning.

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 held a meeting with the manager and looked at evidence of the suitability of staff members and a range of other documentation, including first-aid certificates and accident records.
- The inspector spoke to staff and children at appropriate times.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to some parents about the nursery and took account of their views.

Inspector
Chris Lamey

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a good understanding of child protection procedures and they know how to manage any concerns they may have about a child's welfare. Staff implement effective risk assessments to help minimise risks to children. This helps to ensure their safety and welfare as they play. Staff have strong links with other early years professionals and external agencies to share important information about children and provide a continuity of learning and care. The manager implements a thorough recruitment policy to ensure all staff are suitable to work with children. She has a strong understanding of the early years foundation stage and is a good role model for her staff team. She demonstrates ambition for the nursery and works well in partnership with others to improve the quality of the setting continually.

Quality of teaching, learning and assessment is good

Staff help children to develop their communication and language skills. For example, staff make strong use of repetition to introduce new words as they sing songs and read stories with the children. Toddlers eagerly join in a story about a rabbit, and staff support their interest well using visual aids and props. Babies explore in the well-resourced room and the outdoor environment. Staff expertly bring the outdoor resources inside to support babies' physical development. Staff challenge older children to develop their mathematical skills. For example, children swiftly recognise when they have one too many chairs for lunchtime and take one away.

Personal development, behaviour and welfare are good

Staff help children to adopt healthy lifestyles. For instance, children understand that they must wash their hands before they eat and after playing in the sand and soil. Staff provide a range of well-balanced snacks and meals and encourage children to be aware of the reasons for eating healthy food. Children enjoy playing in the well-equipped garden. They have opportunities to develop their physical skills during ball games, riding bicycles and climbing. They are kind to their friends as they take turns to play games and make effective use of the sand timer to know when it is their turn to play with a toy. Children learn to take care of their environment and develop an understanding of the differences between themselves and others. For example, children reviewed their heritage during Black History Month and regularly recognise cultural differences.

Outcomes for children are good

All children, including those who have SEN and/or disabilities, make good progress in their learning and development. They gain the skills they need for their future and eventual move on to school. All children have great fun in the nursery. They are independent and confident learners who demonstrate a 'have a go' attitude. Children learn to recognise their own names and learn about sounds and the letters they represent. Younger children enjoy singing songs and rhymes.

Setting details

Unique reference number	EY278939
Local authority	Hackney
Inspection number	10080363
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 4
Total number of places	42
Number of children on roll	35
Name of registered person	Riverside Community Nursery Limited
Registered person unique reference number	RP521629
Date of previous inspection	14 February 2018
Telephone number	0208 806 7143

Riverside Nursery registered in 2004. The nursery operates from Monday to Friday from 8am until 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, of whom, nine hold relevant childcare qualifications from level 2 to level 6.

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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