

Inspection date	10 June 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

This provision is good

- Staff make accurate assessments of children and they and the managers track children's progress carefully. They identify where children need extra support and put in place clear plans to help close any gaps in learning. Children make good progress.
- Children's behaviour is good. Staff are good role models and show respect to one another and the children. They encourage children to manage their feelings well, for example using the 'colour monster' book to reflect on their emotions.
- Staff work very closely with outside agencies to help children with special educational needs and/or disabilities make the progress they are capable of. Staff follow advice and use specialist equipment and additional funding well to help children catch up in their development.
- Staff have access to regular training and development opportunities. Following a course about helping children who speak English as an additional language, staff have improved how they help children develop their skills in English. For example, children use photographs to choose what they want to do and have focused story and singing sessions to encourage language repetition.
- Partnerships with parents are good. Parents receive regular feedback about their children's care and education. They are involved in their children's learning and know what their children's next steps are, so they can support these at home. Parents are involved in nursery life. For example, they joined the staff and their children on a fundraising 'toddle walk' during the inspection.
- Supervisions are not always focused on raising the quality of teaching even further, specifically in ensuring staff challenge the older and more able children in each of the group rooms.
- Staff do not always encourage babies to learn the importance of good hygiene routines, particularly prior to eating.

What the setting needs to do to improve further

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

- focus staff supervisions more closely on raising the quality of teaching, so that the older and more able children in the rooms are challenged further in their learning
- ensure staff consistently help babies to learn about the importance of good hygiene routines.

Inspection activities

- The inspector observed the staff interacting with the children, inside and outside, and the impact of this on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection. She spoke to some parents and took account of their views.
- The inspector carried out a joint observation of an activity with the manager and discussed how she monitors and evaluates the quality of teaching.
- The inspector sampled some documentation, including suitability checks, training and qualification certificates and some policies.
- The inspector had a tour of the nursery and the areas used for childcare.

Inspector

Charlotte Jenkin

Inspection findings

Effectiveness of leadership and management is good

Managers and staff reflect on the quality of the provision and identify areas for improvement, for example through discussing topics during staff meetings. As a result, they have reviewed the planning to focus more on children's interests and this has improved children's engagement in activities. Safeguarding is effective. Staff have a secure knowledge of child protection issues and the procedures to follow if concerned about a child's welfare. Managers review safeguarding practice and make changes to benefit protecting children's well-being. Recruitment procedures are effective in checking staff's initial and ongoing suitability to work with children. The premises are safe and secure, and children can play and learn in safety.

Quality of teaching, learning and assessment is good

Staff provide a wide range of activities based on children's interests and engage in children's play to support their engagement. They promote children's language development well. For example, they provide a narrative for what babies are doing and encourage them to repeat new words to extend their vocabulary. Staff respond to older children's conversations and repeat back what they say clearly. They listen to and value what children have to say, and this encourages children's confidence in communicating with others, regardless of their abilities. Staff encourage children's mathematical development through play. For example, they count objects with young children and use positional language, such as 'in front of' and 'next to', with older ones. Children can choose from the toys and resources, and add these to extend their play and learning.

Personal development, behaviour and welfare are good

Staff know the children well and support their interests and needs effectively. Children show that they have formed good relationships with staff and other children. They readily approach staff for comfort and reassurance, and include them and their friends in their play. Babies have lots of opportunities to develop their physical skills. For example, they climb and jump on soft-play equipment and use the climbing wall outside. Older children show confidence in their physical skills and show a good awareness of space and others. They have regular trips to local parks and open spaces to run around and develop an awareness of their local community. Children learn the importance of healthy eating. They receive balanced and nutritious snacks and home-cooked meals, made from fresh ingredients, including those the children grow in the garden. The chef monitors the salt and sugar content of the meals to promote the children's good health.

Outcomes for children are good

Children gain the skills they need for their future learning and move to school. Those learning English as an additional language develop good English skills. Children with special educational needs and/or disabilities develop confidence, form good friendships and play cooperatively with others. Young children are confident to explore their environment and show interest in their activities. Older children sit and concentrate as they listen to stories or paint pictures. They use their imaginations well, such as having a tea party or setting off on a journey home, and listen to one another's ideas. Children learn to respect the differences and similarities between themselves and others.

Setting details

Unique reference number	EY552101
Local authority	Bath and North East Somerset Council
Inspection number	10112171
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	45
Number of children on roll	55
Name of registered person	Riverside Nursery Bath Ltd
Registered person unique reference number	RP552100
Date of previous inspection	Not applicable
Telephone number	01225 316639

Riverside Nursery registered in 2017 and is located in Bath. The nursery opens on weekdays from 8am to 6pm all year round. 13 members of staff work with the children, 10 of whom hold childcare qualifications from level 2 to level 6. The nursery receives funding for the provision of free early education for children aged two, three and four years.

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