

Inspection of Riverview Community Kindergarten C.I.C

St John's Primary School, Teindland Close, NEWCASTLE UPON TYNE NE4 8HE

Inspection date: 15 October 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and motivated learners. Staff form strong bonds with them and their families. New children quickly settle into the setting as the caring staff provide comfort and reassurance. This supports their emotional well-being. Children are well prepared for their next stage in learning. The curriculum is well thought out and is based on the individual needs and interests of the children. Staff spend time finding out what children already know and what they need to learn next. They capture children's immediate interests in play and plan to extend their experiences. For example, children started a conversation during a story. They shared their ideas of how they could help Goldilocks by making more porridge. From this idea staff planned a cooking activity for the following day to enable them to explore their ideas further. Children relish exploring and making discoveries in the stimulating learning environment. For instance, they become deeply absorbed in their play as they blow through large tubes to increase the number of bubbles in the soapy water. Children behave well and staff are good role models. For example, staff use resources, such as sand timers, to help them understand about fairness and taking turns. This helps children to understand when it is their turn to dress up as a police officer.

What does the early years setting do well and what does it need to do better?

- Leaders and staff establish effective partnerships with parents. They use various strategies to keep parents informed about their child's progress. They involve them in their child's learning and share ideas about extending learning at home.
- Staff have a good understanding of how children learn and develop. They know their key children very well. Staff evaluate effectively the impact of the activities on children's progress. Leaders make good use of data and regularly monitor the progress children make to ensure all areas of learning are met. All children make good progress from their starting points.
- Staff communicate well with the children. They use hand signing as a form of communication. This helps children who are learning English as an additional language, or younger children, to share their ideas and opinions.
- Staff work effectively to develop children's communication skills. For example, they carry out regular small-group activities and read to children with enthusiasm and excitement. Staff really support them to develop a love of books and storytelling using puppets to support their understanding of the storylines.
- Children develop a keen interest in early writing. For example, they are keen to leave a space on their painting where they can add their names and make good attempts at forming letters. Staff help children to learn to link sounds to letters, such as the initial letter of their name.
- Children's are supported well by staff to develop their physical skills. For example, children have opportunities to be outdoors on a daily basis. They

develop skills of balance and coordination in regular movement-and-music activities.

- Staff help children to learn about healthy lifestyles. For example, they talk with children about how drinking milk will help them grow bigger and stronger. However, staff miss some opportunities to discuss with them how physical exercise can keep them healthy. For example, they do not always talk to children about the effects it has on their bodies.
- Children develop a positive awareness of similarities and differences between themselves and other people. For instance, they learn about a wide range of cultural festivals.
- Children and their families are supported very well. Leaders and staff help children make good progress. They work in effective partnerships with other professionals to support children's specialist care and learning needs. Leaders use additional funding effectively to ensure any gaps in learning quickly narrow.
- Leaders support staff effectively with regular meetings to support their well-being. Staff have good opportunities to enhance their professional skills. Staff share information from training with others so teaching is consistent.
- At times, staff complete tasks for children rather than encouraging them to do things for themselves to support their independence skills to the highest levels.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their responsibilities to safeguard children's welfare. They are aware of the risks to children and the correct procedures to follow if they have a concern about a child's welfare. Leaders provide regular training to all staff to ensure they are kept up to date with new guidance. Leaders and staff implement secure procedures to ensure they identify any hazards in the environment quickly and minimise any risks. Leaders have a good knowledge of following safe recruitment guidelines. They follow a robust recruitment, induction and supervision process to ensure staff are suitable to work with children.

What does the setting need to do to improve?

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

- make the most of opportunities for children to observe and understand the effects physical exercise has on their bodies
- extend the opportunities for children to do things for themselves and become more independent.

Setting details

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| Unique reference number | EY471594 |
| Local authority | Newcastle upon Tyne |
| Inspection number | 10117737 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children | 2 to 4 |
| Total number of places | 40 |
| Number of children on roll | 31 |
| Name of registered person | Riverview Community Kindergarten Community Interest Company |
| Registered person unique reference number | RP533231 |
| Telephone number | 0191 2727440 |
| Date of previous inspection | 18 June 2014 |

Information about this early years setting

Riverview Community Kindergarten C.I.C registered in 2013. It is situated within the grounds of St John's Primary School. The kindergarten is open from 8.30am to 4pm on Monday to Friday, during term time only. There are 11 members of staff who work with the children, all of whom hold early years qualifications at level 3 or above. The kindergarten receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

June Robinson

Inspection activities

- The inspector looked at relevant documentation, including evidence of the suitability of staff.
- The inspector observed staff interactions with the children, both indoors and outside, and assessed the impact this has on children's learning.
- The manager and the inspector conducted a joint observation of staff practice.
- The inspector took into account the views of parents.
- The inspector held discussions with leaders, staff and the children at appropriate times during the inspection.

We carried out this inspection 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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