

# Inspection of River Children's Centre

Naas Lane, LYDNEY, Forest of Dean, Gloucestershire GL15 5AU

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Inspection date: 6 December 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

A warm, welcoming environment greets the children and families. Staff, parents and children respond to each other with care and consideration. Children find their way around the setting and begin to play immediately. Children show fascination and motivation in the activities they choose. A quiet, calm environment is evident. Staff support this through their respectful interactions. This provides children with a sense of security and emotional well-being.

Children with special educational needs and/or disabilities are well supported. Staff use a variety of techniques to help less-able children. For example, non-verbal children have personalised 'now and next' boards to support transitions. This means children are able to feel included with specialised instruction and support. This learning extends into the home. Staff share personalised learning, behaviour techniques and next steps with parents. This means staff and parents work together to benefit the child.

Partnerships with parents are very good. Parents speak with warmth about the setting. It is clear that they welcome some of the changes that have occurred under the new management. Communication between the setting and parents is good and offered in different ways. The relationship between staff and parents is warm and engaging from the outset. This means positive relationships drive interactions and children learn from this.

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

- Changes in management have meant the setting is undergoing a journey. Staff are very well supported by the company through these changes. A robust induction package, supervision and training opportunities are at the forefront. This ensures staff understand their roles and responsibilities and new staff feel supported. The well-being of staff informs the company's care package. New ways to support and develop this are currently being implemented. Effective line management procedures support managers well.
- Children get a wide range of experiences. There are sensory opportunities and open-ended opportunities. Exploratory areas, areas for rest and self-select areas are also on offer. However, some children could be supported more to make independent choices in play. On occasions some areas are not organised to maximise children's engagement. For example, books are in large boxes. This means children can only see the top book, and the love, exploration and engagement with a wider variety of books may not occur. Children then do not choose to access the book area.
- Teaching is good. The provision for mathematics is a strength. The setting has made good progress in this area since its last inspection. There are plenty of

opportunities for children to develop their mathematical concepts. For example, Santa's workshop has a variety of presents differing in shape and size. Staff support children to explore their thinking in this area. Children build on what they know through song and circle time by linking 'one more' and currency.

- Children in receipt of early years pupil premium funding are well supported. Wider opportunities are made available to support their development. Children make good progress at this setting. Gaps in development are identified and staff are accurate in their assessments. Each child's key person can discuss children's interests and area of need, and share this with parents. Documentation is appropriate and supports rather than has an impact on time spent with children.
- Personal development is of a high standard. Children learn from the values that underpin the setting. Children make very good progress in this area. Staff ensure children are able to form secure attachments. Staff encourage children to manage their own needs. For example, children are shown how to wash their hands. Supported through enjoyable rhymes and shared experiences, children make sense of healthy practices. Children cook and explore food by looking, smelling, describing and eating. Further opportunities to reflect on differences and challenge stereotypes are sometimes missed.
- Behaviour is good. Children sit, attend and listen well at circle times. Mixed-age groups promote good behaviour at this setting. The youngest children learn from the oldest children. This means experiences are built on to enhance learning. This is further facilitated by staff. The very oldest children are then good role models for the youngest. Staff use a range of strategies to promote positive behaviour in the setting.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff can explain the signs of abuse. A clear line of responsibility and duty to the welfare of children keeps children safe from harm. Training in this area is regular and very well supported by the company. Evidence of how children are kept safe, chronologies and referrals are timely and precise. Procedures for monitoring evidence of attendance and pre-existing injuries for the most vulnerable children are of a high standard. Staff and managers work closely with external agencies to support children and families. Additional support is very evident for those most disadvantaged children. Robust procedures for health and safety are in place and all staff are aware of where to go for further guidance.

## **What does the setting need to do to improve?**

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

- encourage children to develop a love of books and stories, including through better organisation of how children can access a wider range of books

- support children to access resources more freely, especially those that promote the very youngest children's natural curiosity and creativity.

## Setting details

<b>Unique reference number</b>	EY418263
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10063066
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Barnardo's
<b>Registered person unique reference number</b>	RP518879
<b>Telephone number</b>	01594842589
<b>Date of previous inspection</b>	1 December 2015

## Information about this early years setting

River Children's Centre registered in 2010 and Barnardo's is commissioned by Gloucestershire County Council to run the service. The centre provides early education funding for two-, three- and four-year-old children. The River Children's Centre is open term time only from 9am to 3pm. There are four staff, all of whom hold appropriate childcare qualifications at level 3 and level 6. This includes two qualified teachers.

## Information about this inspection

### Inspector

Gwyneth Keen

## Inspection activities

- The inspector and manager completed a learning walk to understand how the early years provision and curriculum are organised.
- The inspector spoke to parents, staff and children throughout the inspection, at appropriate times, to gather their views on the setting.
- The manager and inspector took part in a joint observation.
- The manager, line managers and inspector engaged in professional discussion over staff training, well-being and induction.
- The inspector sampled a wide range of supporting documentation that directly benefited children's care and education.

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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