

Inspection of Riverside Early Years

Seascout Headquarters, Witham Bank East, Boston, Lincs PE21 9JU

Inspection date: 13 December 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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What is it like to attend this early years setting?

The provision is good

The manager and staff place the welfare of children and their families at the heart of everything they do. They have a good understanding of children's backgrounds and previous experiences when they start nursery. All children, including those with special educational needs and/or disabilities (SEND), children who speak English as an additional language and those who receive additional funding, make good progress. Staff go to great lengths to ensure that all children can access the curriculum in a way that suits them and helps them to be included. The manager offers unique opportunities to enable all children to attend the nursery. For example, she offers home pick-ups and drop-offs.

Children arrive happy and eager to learn. Those who are a little unsettled and reluctant to leave their carers are greeted warmly by well-qualified and nurturing staff. Consequently, they quickly settle and demonstrate that they feel safe. Children play with activities that have been carefully planned around what they enjoy and their current interests. For example, an interest in vehicles develops into creating a Santa express train.

Staff have high expectations of all the children they look after. They understand that they care for a wide range of characters. Children play well with their friends. They respond positively to staff, who offer guidance, understanding and empathy as they learn to share and take turns.

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

- The manager is passionate about the nursery and the service she provides to the unique local community. Much improvement has taken place since the last inspection to ensure all actions have been met. The policies and procedures for administering medication have been reviewed and improved. The manager and staff team have worked closely with the local authority. The established staff are currently working hard to support newer staff in their roles.
- Staff carefully plan an attractive and well-organised environment that ignites children's curiosity and desire to explore further. For example, children love to explore the role-play post office. They write letters to Santa, dress up as postal staff and deliver their letters.
- Overall, children behave well. They are developing an understanding of how to take turns and share. However, on occasions, staff do not always help children to manage their feelings and behaviour when the routine changes. An example of this is when children move from independent play to tidy up time in preparation for lunch. At this time, children become a little fractious with one another and slightly unsettled.
- Overall, staff have a good understanding of how children learn. They make good

use of individual children's observations and assessments. Staff take account of children's interests and next steps as they interact with them. However, occasionally, some staff do not always provide the best challenges during their interactions so that children make the best possible progress in their learning.

- Children have good opportunities to be physically active and have regular access to fresh air and exercise. They climb, hang upside down and jump on the large equipment, taking manageable, safe risks with staff close by to supervise.
- Staff make sure they understand children's previous experiences and build on these to offer opportunities that support their future development. For example, children sit together at the table to eat snacks and lunch. They chat amicably and learn important social skills.
- Staff place high priority on helping to promote children's language skills effectively. They enthusiastically interact with children and ask meaningful questions to enrich their vocabulary. Children also thoroughly enjoy singing familiar songs and rhymes.
- Partnership working is strong. The nursery is highly regarded in the local community. Managers and staff build positive relationships with families from the outset. Parents speak highly of the nursery and staff.
- The professional development of the team is well planned and helps staff to reflect and build on their own practice. Staff have regular mentoring sessions and supervisions. Recent in-house training to evaluate activities has helped staff to understand the areas of learning in more depth. Furthermore, they develop their knowledge of how to ensure the whole curriculum is covered by planned activities.
- Interventions for children with SEND are excellent. Personal plans are very well focused. Excellent communication, including meticulous paperwork, is shared with parents, health professionals and schools.
- Staff nurture children's increasing interest in books. They use a wide range of books to build a love of stories. Younger children enjoy using objects that relate to the story to engage their interest. Older children become immersed as they recall the story and anticipate rhyming words.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff know how to recognise signs that children may be suffering abuse and/or neglect. Furthermore, they know how to respond to and report their concerns. The manager has robust recruitment and induction arrangements to ensure staff carry out their roles to the highest level. She regularly monitors staff to ensure they remain suitable to work with children. Daily risk assessments are embedded in practice and help to provide children with very safe environment to play and learn.

What does the setting need to do to improve?

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

- provide children with consistently higher levels of challenge during interactions so that they make the best possible progress in their learning
- provide children with even more consistent and clear guidance of expectations for their behaviour and conduct, especially during routine changes.

Setting details

Unique reference number	EY252732
Local authority	Lincolnshire
Inspection number	10093450
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 11
Total number of places	32
Number of children on roll	55
Name of registered person	Almond, Pauline Anne
Registered person unique reference number	RP513239
Telephone number	07974 702519
Date of previous inspection	17 January 2019

Information about this early years setting

Riverside Early Years registered in 2003 and is based in Boston, Lincolnshire. The setting employs 10 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday, all year round, except for two weeks at Christmas. Sessions are from 7am until 6pm, including a holiday club which runs during school holidays. During term time, out-of-school care is offered from 7am to 8.45am and from 3.30pm to 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sharon Alleary

Inspection activities

- The inspector viewed all areas of the nursery and discussed the curriculum with the manager and staff.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery deputy manager.
- The inspector held a meeting with the nursery provider and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

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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