

Inspection of Riverside Nursery

1a Riverside Close, London E5 9SP

Inspection date: 22 June 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The weak quality of teaching has an impact on children's learning. Staff have a poor understanding of how to support babies with their communication and language skills. They do not respond to babies who try to communicate with them. Staff do not engage with babies and toddlers as they play, which limits children's language development.

Children are not able to access interesting and engaging resources easily. They have a limited range of resources available to choose from. As a result, children do not engage in purposeful activities and do not make sufficient progress.

In the outside area, leaders do not make effective use of the space available in order to support children's physical development. Some areas of the nursery are disorganised and cluttered. For example, in the baby room, resources are stacked on windowsills in reach of children. Consequently, when children explore the area, there is a risk that something could fall on them.

In the pre-school room, children behave well and are enthusiastic about learning. They interact well with peers and adults and are able to express their ideas and opinions eloquently. However, staff do not understand how to plan an ambitious and broad curriculum to support and challenge each child. Staff plan the same activities for all children in the room, without considering their individual needs and abilities. This means that children are not sufficiently stimulated, and do not make as much progress as is possible.

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

- Partnership with parents is a strength of the setting. Parents speak positively about the nursery. They appreciate the daily communication with members of staff and the flexibility the nursery offers around hours of attendance.
- Leaders do not identify poor teaching. Staff do not receive the targeted support and professional development opportunities that they need to develop. Therefore, staff do not have the skills they need to teach children in a motivating and engaging way. This significantly impacts children's progress. Although the manager spends time in the rooms to offer support, there are limited staff who understand how to use this to improve their practice. The manager does not support staff in how to assess children's development well enough. As a result, staff do not assess children's development accurately. They do not know what children can do and what the next step is in their learning. This means staff do not plan activities that meet children's individual needs.
- There is not a suitably qualified deputy manager in place at the setting. This means there is nobody who can effectively manage the setting in the absence of

the nursery manager.

- The setting receives funding for children with special educational needs and/or disabilities (SEND). However, strategies recommended by external professionals are not effectively used to support these children's needs. For example, systems to help children communicate their needs and to understand the daily routines are not used, which leaves children feeling frustrated and upset.
- Staff in the pre-school room work well as a team and demonstrate respect and support for each other. This means that the children have opportunities to learn positive social interaction from staff. In contrast, some staff in the toddler room are not effective role models of respectful interactions. They do not always demonstrate considerate behaviours and, at times, speak disrespectfully to each other.
- Staff do not allow children to take sufficient risks as they play. They regularly interrupt children as they climb. In addition, in the younger rooms they over-supervise children as they slide. In the outdoor area, some younger children are not given the freedom to explore and are carried around. This does not give children sufficient opportunity to develop their confidence, independence, and self-esteem.
- The environment is disorganised. Children are unable to be inquisitive and explore their environment safely. The manager is not able to easily access required documents.

Safeguarding

The arrangements for safeguarding are not effective.

Staff have not had recent safeguarding training. They are not familiar with the whistle blowing procedure if they have concerns about leaders. This compromises children's safety and welfare. Staff know what to do if they have concerns about a child's well-being. The manager understands which agencies to refer these concerns to. Leaders demonstrate an understanding of safer recruitment procedures. Leaders do not accurately identify risks. This means that there are hazards within the setting which pose risks to staff and children. For example, evacuation routes are partially blocked with boxes.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
take steps to ensure that risks to children's safety are identified, removed, or minimised	10/08/2021

make sure staff receive effective support, guidance and coaching to be able to provide children with a high-quality curriculum	10/08/2021
improve key-person arrangements in place to ensure that every child's care is tailored to meet their individual needs. This includes their learning and development needs	10/08/2021
ensure all staff understand the local safeguarding procedures, in particular what process to follow should they have concerns about any adult working at the setting	10/08/2021
provide more opportunities to enhance children's communication and language skills across all age groups	10/08/2021
ensure records and information regarding staff qualification and suitability are easily accessible and available	10/08/2021
ensure there is a deputy manager in place who can take charge in the absence of the manager.	10/08/2021

Setting details

Unique reference number	EY278939
Local authority	Hackney
Inspection number	10197783
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 at time of inspection	1 to 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
Telephone number	0208 806 7143
Date of previous inspection	31 October 2018

Information about this early years setting

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.

Information about this inspection

Inspector

Jenny Gordon

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- This inspection was carried out following Ofsted's risk assessment process.
- The manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out joint observations of group activities with the manager.
- Children spoke to the inspector about what they enjoy doing within the setting.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents and took their views into account.
- Documentation was reviewed and a discussion was held with the manager.

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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