

Inspection of Riverside Pre-School

The Mobile, Monkton Park School, Sadlers Mead, Chippenham, Wiltshire SN15 3PN

Inspection date:

30 November 2021

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

The designated safeguarding lead does not have a good enough understanding and knowledge of some of their safeguarding responsibilities. As a result, children's welfare and safety are compromised.

Children arrive at the pre-school excited and eager for their day to begin. They are met at the nursery door by warm and welcoming staff, which supports children to feel secure. Children have formed good emotional attachments with all staff, not only their key person. Due to the COVID-19 pandemic, parents are unable to enter the nursery building. Staff utilise the outside space to share detailed information with parents about their child's day. This means daily discussions can take place with appropriate social distancing.

The manager and staff work together to provide a well-sequenced curriculum that follows children's interests and builds on their prior knowledge. The indoor and outdoor environment is well organised to enable children to make independent choices in their play. They show curiosity and confidence as they move around the provision. Children demonstrate good attitudes to learning and are keen explorers. For example, children work together to identify the number of different coloured cars they can see in the toy garage and use their mark-making skills to record these. Staff are good role models and have high expectations for children's behaviour.

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

- The provider does not meet all statutory requirements of registration. The designated safeguarding lead does not have sufficient knowledge and understanding of the correct procedures to follow should an allegation be made against a member of staff. This compromises staff's ability to keep children safe.
- Staff make story times fun and engaging for children to enhance their imaginations. For example, children show excitement as they use a range of resources and costumes to re-tell the story 'Monkey Puzzle'. Staff sit with the children to read the story, using an animated tone of voice for the different characters. They giggle together as they take it in turns to act out the story.
- Staff help children to develop their communication and language, which is a strength of the pre-school. Children enjoy listening and joining in with nursery rhymes and songs. For example, children use resources to sing familiar counting songs. Staff use these resources well to promote children's language as well as their number recognition.
- Children benefit from plenty of exercise and fresh air. Staff utilise the open spaces to enhance children's physical development. For example, each week, staff involve children in targeted activities to support their gross motor skills and

physical development. These activities include ball games, climbing and balancing.

- Children enjoy playing together and use their own ideas and feelings to re-create experiences in role play. For instance, children work together to create a Hoover using construction resources. They move around the outdoor area, making vacuum noises and pretending to clean the floor.
- Staff understand the importance of developing and encouraging children's independence. For example, they encourage children to put their own coats on their pegs and to wash their hands before snack. In addition, children relish the opportunity to have responsibilities, such as handing out the cups for mealtimes.
- Staff provide children with healthy and nutritious snacks. Staff value this time to sit with the children. They use it as a learning opportunity to hold conversations with children and listen carefully to what children have to say.
- Parents speak positively about the variety of learning opportunities available to their child. They appreciate the regular communication through electronic means as well as detailed verbal communication they receive. Staff often share information with parents about their child's learning and development, including what they are working on next.
- The manager works closely with the setting's committee members to evaluate the effectiveness of their educational programmes. They gain feedback from staff, parents and children to make further improvements. The manager completes regular supervisions with staff and monitors their practice.

Safeguarding

The arrangements for safeguarding are not effective.

Staff complete regular safeguarding training to understand possible signs and symptoms that may cause concern about children's welfare. Although the designated safeguarding lead has attended mandatory safeguarding training, she does not have a good enough understanding of the procedures to follow should an allegation be made against a member of staff. Therefore, she is unable to take the steps necessary to ensure children are kept safe. Staff use risk assessments to ensure children can play in a safe environment. The premises are secure, so that children cannot leave unsupervised and unwanted visitors cannot gain access. The committee and the manager use effective safer recruitment processes to ensure all staff are suitable to work with children.

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
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improve knowledge and understanding of the correct safeguarding procedures to follow should an allegation be made against a member of staff.	04/01/2022
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Setting details

Unique reference number	199462
Local authority	Wiltshire
Inspection number	10113903
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	3 to 4
Total number of places	18
Number of children on roll	13
Name of registered person	Riverside Pre-School Committee
Registered person unique reference number	RP520562
Telephone number	01249446782
Date of previous inspection	15 October 2015

Information about this early years setting

Riverside Pre-School registered in 1992. It operates from the grounds of Monkton Park Primary School in Chippenham, Wiltshire. The pre-school receives funding to provide free early years education for children aged three and four years. It is open weekdays from 8.45am until 2.45pm during school term times. A team of four staff work with the children. All staff hold an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Terri Breakwell

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in the evaluation of the nursery.
- The manager led the inspector on a learning walk around all areas of the setting and explained how the early years provision and curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector discussed the leadership of the setting with the manager and the chair of the committee. The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons working on the premises.
- An inspector conducted a joint observation with a manager, and together they evaluated the effectiveness of teaching.
- Parents shared their views verbally and through written feedback with the inspector.

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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