

Inspection of Riverside Kindergarten Pre-school

Riverside Kindergarten Pre-school, Horton Kirby & South Darenth Village Hall,
Horton Road, South Darenth, DARTFORD DA4 9AX

Inspection date: 17 March 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and confident to leave their parents. They enter the pre-school to a range of activities and resources that interest them. Children form good bonds with the staff. This ensures that their individual needs are being met. For example, children who find it hard to settle are provided with reassurance from staff. Children behave well and are courteous to their friends.

Children are independent. They dress themselves and show confidence with toileting routines and washing their hands. Children learn about healthy eating. For instance, staff talk to children about the fresh fruit and vegetables they have in their lunch boxes at lunchtime. Children enjoy ample opportunities to develop their physical skills. They show confidence with rolling and catching hoops in the garden.

Children do not consistently benefit from meaningful interactions from staff to help them make as much progress as they could. Although there are weaknesses in staff's teaching, staff are aware of children's interests and set activities accordingly. For example, children enjoy looking for treasure and dressing up as pirates. Children with special educational needs and/or disabilities (SEND) are supported well and show that they are making good progress.

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

- Staff have a clear intent of what they want children to achieve by the time they move to the next stage of their learning. However, the quality of teaching is not always good. Staff do not consistently plan activities that support and meet all children's learning and development needs effectively. At times, staff take on a supervisory role rather than interacting and engaging with children. For example, staff instruct children where to put the blocks rather than supporting them. As a result, children's learning is not extended as well as it should be.
- Staff provide healthy snacks. Children choose from a selection of fresh fruits to eat and water and milk to drink. Children learn about different cultures and holidays. For example, they learn about Eid and Diwali. This helps them prepare for life in modern Britain. Children behave respectfully towards each other. They are encouraged to say 'please' and 'thank you'. Children learn to share and take turns. For example, while on the slide, children wait patiently for their turn.
- Children are happy and inquisitive. They explore the pre-school and activities independently and confidently. Children spend a significant amount of time outdoors. They run, climb on the climbing frame and balance. This has a positive impact on their physical development. Children engage in a variety of activities with adults. For example, they make daisy chains with staff.
- The key-person system is well established. Staff know the children well. This has a positive impact on children's emotional development and self-confidence.

Children settle in well with the support of staff. Parents comment on the great support their children receive when they start attending the pre-school.

- Staff have good relationships with parents and other professionals who work with children. For example, they seek advice from the local authority and use their assessments to make referrals for children who show delay in their learning and/or development. Parents comment that their children's social skills have improved since starting the pre-school, especially following the effects of the COVID-19 pandemic. They say that the manager and staff keep them regularly informed and updated about their children's development. Parents feel confident in approaching the team with any concerns or questions they might have.
- The manager is part of the staff team. She works alongside staff on a daily basis with the children. The manager ensures that staff's well-being is a priority. She is readily available to support the staff if needed. For example, the student staff comment that they are well supported with their studies and well-being. However, ongoing practice has not been monitored closely enough. As a result, staff have not been fully supported to consistently uphold the high standards expected.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of how to keep children safe from harm. They are aware of the importance of child protection and the wider aspects of safeguarding, such as the 'Prevent' duty and county lines. Staff know how to recognise the signs of abuse. They understand what to do and who to contact if they have a concern about a child or adult. The manager conducts regular staff meetings and supervisions, ensuring staff's knowledge and understanding of safeguarding are relevant and up to date. The manager carries out appropriate checks to ensure she employs people who 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, the provider must:

	Due date
ensure that staff provide activities that are challenging and meet all children's needs	15/05/2022
ensure that staff's interactions with children are effective to support and extend their learning and development	15/05/2022

monitor the quality of teaching	15/05/2022
support staff to develop their practice to improve and raise the quality of teaching.	15/05/2022

Setting details

Unique reference number	EY478906
Local authority	Kent
Inspection number	10228905
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	2 to 4
Total number of places	46
Number of children on roll	53
Name of registered person	Riverside Kindergarten Limited
Registered person unique reference number	RP533772
Telephone number	
Date of previous inspection	14 September 2016

Information about this early years setting

Riverside Kindergarten Pre-school registered in 2014 and is based in Horton Kirby, Kent. It opens Monday to Friday, during term time only. The pre-school receives funding to provide early education for children aged two, three and four years. Staff are able to support children with SEND as well as children who speak English as an additional language. There are 12 staff who work directly with the children, including two who are qualified teachers.

Information about this inspection

Inspector

Oshra Murphy

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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.
- The manager and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector carried out a joint observation of group activities with the manager.
- The inspector sampled a range of documents, including evidence of paediatric first-aid and safeguarding training certificates.
- Parents shared their views on the pre-school 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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