

Inspection of More2riverside

2 River Gardens Walk, London SE10 0FZ

Inspection date: 4 April 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thoroughly enjoy activities that consider their individual learning needs extremely well. Children's moves into the nursery are very carefully considered, with the close involvement of their parents. Children who find it difficult to separate from their parents receive very high levels of emotional support. They are soothed by caring key persons, who play them traditional songs and show photos from home.

Children are very eager to explore and discover the well-planned and challenging learning experiences that staff provide. Children's knowledge is further extended by staff who make the most of children's real-life experiences. For instance, children share information about train rides to London Bridge station. They learn about different modes of transport during riverside walks. Children confidently introduce themselves to unfamiliar adults. They use their knowledge of phonics to make good guesses at reading name labels. Children take part in activities such as yoga to enhance their physical strength and balance.

Children benefit from home learning packs and the support and advice shared with their parents. Children with special educational needs and/or disabilities receive extremely high levels of support to help them to meet their full potential. Those children who speak or hear languages other than English at home have frequent opportunities to recognise familiar languages.

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

- Leaders are passionate about the high-quality learning opportunities they provide for children. They achieve national awards for their work with parents and involve staff in accredited programmes to further raise quality within the nursery. Leaders closely monitor and analyse the impact of their curriculum. This helps to ensure a very well-thought-out and sequenced approach to children's learning.
- Children's emotional well-being is prioritised. Staff recognise that some children have had no contact with others during the COVID-19 pandemic and may take longer to settle. They implement activities that help children to recognise and appropriately express their emotions. Children show care and concern for their friends. Staff successfully build emotional resilience in children, who persist at tasks and are keen to have a go.
- Children become very confident speakers. Babies quickly begin to mimic sounds and use words. Staff engage children in meaningful back and forth conversations. Staff use descriptive language and introduce new vocabulary and more complex sentence structures with the most-confident speakers. Children's communication is further supported, as staff help children to learn sign

language.

- Children know that their backgrounds and experiences are valued. For example, children eagerly share their recollections of Christmas celebrations. Children proudly show off their baby photos. They recognise themselves and different communities as they play and learn. Staff take the time to learn and use languages that are familiar to children. For example, as they sing nursery rhymes.
- Children behave exceptionally well and demonstrate superb manners. Staff use every opportunity to model positive language and social skills. Children become extremely confident and independent with their personal care skills. They use water dispensers when thirsty and serve themselves at food stations at mealtimes.
- Key persons ensure consistency for children when they move to other rooms. Staff keenly respond to the individual care and learning needs of children. For example, they implement successful strategies that help children with sensory or language needs to access the curriculum. Children understand and respect the differing needs of their friends.
- Staff skilfully support children's mathematical awareness. Children discuss height and length with staff as they stretch up onto their tiptoes to build towers. Staff introduce colour wheels as children paint. They count with children, including in different languages, and help children to understand number values. Staff encourage children to manipulate coloured bands on peg boards. Children recognise, copy, and create patterns and shapes and celebrate their achievements.
- Parents have frequent opportunities to share their views, expertise, and skills. Parents receive regular advice and ideas on how to further support children's learning at home, including when the nursery is closed. Nursery events help parents to support their children's health and development needs, for example multi-sport activities and family first aid.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff maintain comprehensive records, including for safeguarding concerns and children's learning and development. They confidently share the actions to take if concerned that a child is at risk of abuse or neglect. Leaders work very effectively with relevant agencies to help protect children's safety and welfare. They review policies and ensure accurate information is maintained about initial and ongoing suitability of staff. Staff know how to report concerns about colleagues and are confident to progress referrals, if necessary. Personal care routines are managed with care and sensitivity. Staff use methods to help children to express how they feel. This contributes to a safer environment for children, as they feel secure to share their experiences and feelings.

Setting details

Unique reference number	2511676
Local authority	Greenwich
Inspection number	10207800
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	0 to 5
Total number of places	67
Number of children on roll	69
Name of registered person	More2riverside Ltd
Registered person unique reference number	2511675
Telephone number	020 8305 0558
Date of previous inspection	Not applicable

Information about this early years setting

More2riverside registered in 2019. The setting is located in the Royal Borough of Greenwich. The setting operates all year round, Monday to Friday from 8am to 6pm. The provider receives funding for early education places for children aged two, three and four years. There are 22 staff who work directly with children. Of these, 12 staff including the manager hold qualifications at level 3 and seven staff hold qualifications at level 2. The nursery also employs a chef and an administrator.

Information about this inspection

Inspector

Kareen Jacobs

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 provider and has taken that into account in her evaluation of the nursery.
- The manager showed the inspector around the nursery and explained how staff support children's learning and development.
- The inspector observed the quality of interactions between staff and children, and assessed the impact of these on children's learning.
- Leaders met with the inspector. Discussions included arrangements for the recruitment and support of staff, and safeguarding.
- The inspector reviewed documents. These included evidence of the suitability of staff, information shared with parents and evidence of staff's professional development.
- The inspector spoke with staff and children at appropriate times and considered the views of parents as part of the inspection.

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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