

# Inspection of Riverside Nursery

1a Riverside Close, London E5 9SP

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Inspection date: 13 April 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happy and confidently leave their parents at the door. They are settled and relaxed and show that they have secure and respectful relationships with each other and staff. Children are well behaved and make independent choices as they explore the well-organised environment indoors and outdoors. They know where resources and tools are and easily access them. Children share their interests and fascinations. For example, they enjoy learning about different animals. Children are eager for staff to join in with their play and investigations. For instance, they explore insects and bugs on trees and under artificial grass and on flowers.

Children with special educational needs and/or disabilities (SEND) have plenty of time to make connections and repeat activities. Children learn through trial and error, for example when spreading butter on bread. They skilfully develop their motor skills, independence and self-esteem. Children confidently sequence their learning as staff model steps to follow, for instance when making a sandwich. They place bread on their plate and butter the bread, then fill the sandwich with chicken and carrots. Children know and follow daily routines. They wash their hands before eating, and understand nappy changing and toilet routines. Children help to tidy away resources. They skilfully move freely outside and use different resources to support their physical development.

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

- Partnerships with parents are good. Parents speak highly of staff and feel that they are well informed about their child's day, learning and development. They know about their child's learning even though they do not yet come into the setting. Staff share information about learning and how to support children at home through the online system.
- Leaders use early years pupil premium and inclusion funding effectively to support children's learning and development. For example, they plan coach trips and additional staff are employed to offer children individual care. This supports children to be ready for school and enhances experiences for them.
- Staff know the children well and can describe their development stages and next steps for learning. They complete on-entry assessments and continue to monitor children's progress.
- Staff support children to take safe risks outside. Children enjoy physical play, move freely and investigate trees, touching and observing them.
- Children learn about hygiene routines as they wash their hands before eating and after using the toilet.
- Staff support children to learn about each other. For instance, they request that parents bring in photographs of their family and important people in their lives.

Staff ensure all children have equal access to all resources and activities.

- The provider and the manager have a good knowledge of staff practice and are aware of their strengths and weaknesses. They monitor staff and offer support and training. Staff comment that they feel well supported by the leadership team. All of this helps staff to meet the needs of children effectively.
- Staff work effectively to support children with SEND. They liaise well with other specialists to put plans and strategies in place. As a result, children make the best possible progress.
- Staff provide healthy, nutritious meals, and children are encouraged to help prepare snacks. However, staff do not give consistent messages to children about the importance of food and the effect it has on their bodies.
- Staff support children well to progress in their learning as they play and take part in activities. However, staff do not consistently extend children's learning through their interactions with them.
- Children have fun as they splash, pour and measure water. They use their imagination and creativity and develop their fine and gross motor skills.
- Staff support children to show confidence in new social situations. For example, children enjoy short walks to the local park.
- Children enjoy mark making with large felt pens, which supports them to develop their large and small muscle coordination.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff complete updated safeguarding training. They have a good knowledge of the signs that may indicate a child is at risk of harm or neglect. Staff know who to report their concerns to within the nursery and to external agencies. Staff understand the procedures to follow should an allegation be made against a member of staff. Staff are alert to the signs that a family may be vulnerable to radicalisation. Leaders carry out comprehensive recruitment procedures and ensure staff's ongoing suitability. Staff complete detailed risk assessments indoors and outdoors to help ensure the safety of the children.

## **What does the setting need to do to improve?**

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

- help children to extend their ideas through sustained discussions about how and why things happen.
- help children to understand the importance of food, and talk to them about different parts of food and how food affects their bodies.

## Setting details

<b>Unique reference number</b>	EY278939
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10201830
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Riverside Community Nursery Limited
<b>Registered person unique reference number</b>	RP521629
<b>Telephone number</b>	0208 806 7143
<b>Date of previous inspection</b>	22 June 2021

## Information about this early years setting

Riverside Nursery registered in 2004. The nursery operates 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. The provider employs 10 members of staff to work with the children, nine of whom hold relevant childcare qualifications from level 2 to level 6.

## Information about this inspection

### Inspector

Caroline Preston

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector carried out a learning walk together of all areas of the nursery and discussed how they intend to implement the curriculum.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to children throughout the inspection.
- The inspector spoke to staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She reviewed relevant documentation and evidence of suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection to gather 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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