

# Inspection of Riverview Day Nursery & Preschool

219-221 Penistone Road, Sheffield S6 3AS

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Inspection date: 13 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children thrive in this welcoming nursery. They build positive relationships with staff, who are warm and caring. Children are offered hugs and soothing words when needed. These bonds help children to feel safe and secure. Children play wonderfully together. They develop friendships and show lovely attitudes towards one another. For example, children take turns to access the bubble liquid. They blow bubbles, laughing and giggling as they pop them or let them land on their head.

Staff have high expectations for all children. Children eagerly take part in activities that have been designed to meet their learning needs. For example, toddlers explore their senses as they play in the water. They squeeze lemons and oranges to create a citrus smell as they play. Babies use their hands or fruit-shaped sponges to make marks with the paint. They spread, rub and pat the paint onto the paper. Children make very good progress in their learning and development, including those children with special educational needs and/or disabilities (SEND).

Children's behaviour is good. Children of all ages listen and follow instructions well. Staff use picture cards, sign language and words to communicate with children. This helps children who speak English as an additional language or children with SEND, who understand what is being asked of them.

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

- Staff give children's communication and language a high priority at the nursery. The nursery has a high percentage of children who speak English as an additional language. Staff are very knowledgeable and demonstrate good skills at developing children's communication. They celebrate all languages and explore one language a term. For example, children welcome each other in Hindi at group time. This expands children's understanding of a multilingual world.
- The nursery's curriculum builds on children's growing independence in their self-care and independent choices. For example, children use their imaginations to create potions following the 'Room on the Broom' story. They use a mortar and pestle to grind down ingredients, and mix and add ingredients to their potion. Children volunteer to help to set up for lunch. They enthusiastically put out placemats and cutlery, and provide each table with water and cups. Children serve their own food and happily help themselves to second helpings. However, staff do not always ensure that less-confident children are encouraged to join in activities, particularly during group times.
- Staff know children very well. They plan daily small-group activities for their key children. These activities focus on the things children need to learn next. For example, older children discuss the meaning of words, then tap the sound out

on a tambourine. They listen carefully and repeat the sound pattern which staff create. This develops children's listening skills. However, younger children are not always focused during group times. For example, staff read a story which is too long and does not create enough excitement to hold children's attention.

- Staff teach children key mathematical concepts, which children use when they play. They count with children, comment on the repeated patterns children use, and introduce weight and measurements. For example, children add ingredients to make 'chocolate' dough. Children count out how many plates and cups they need on each table.
- The management team has an ambitious vision for the nursery. It works closely together to ensure that children and staff are reaching their full potential. Staff work closely together to ensure that additional funding supports children's developmental needs to reduce any gaps in their learning. The management team offers a strong training programme to ensure that staff are up to date with current childcare ideas.
- Parents are very happy with the care and support which the nursery offers them. They comment on the ideas and strategies that staff offer, especially regarding developing children's understanding of English. For example, parents have access to a wide selection of dual language books in the lending library. This encourages them to read stories in English and their child's home language. Parents have recently attended a parents' evening in the nursery, giving them the opportunity for face-to-face discussions about their child.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff have a very good understanding of how to keep children safe. They can recognise the signs and symptoms that may indicate a child may be at risk of harm. Staff know who to contact if they have a child protection concern about a child or adult. The management team offers regular supervision sessions with staff, to help identify and focus on any areas for concern regarding safeguarding children or child development. Children learn to keep themselves safe. For example, staff remind them how to carry pieces of wood, or hold a knife correctly when cutting fruit for snack.

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

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

- ensure that all children are given encouragement to join in activities, particularly at group times
- make sure that stories for younger children are delivered in a manner that engages and holds their attention.

## Setting details

<b>Unique reference number</b>	2558044
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10226038
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory 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>	65
<b>Number of children on roll</b>	108
<b>Name of registered person</b>	Early Years Care & Education Ltd
<b>Registered person unique reference number</b>	RP551205
<b>Telephone number</b>	01142325444
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Riverview Day Nursery & Preschool registered in November 2019 and is located in Sheffield. The nursery opens from 7am to 7pm all year round apart from Christmas and bank holidays. The nursery employs 16 members of childcare staff. The majority of staff hold at least a level 3 childcare qualification and three staff hold a level 6 qualification. The nursery offers early funded education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jo Clark

## Inspection activities

- This was the first 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 together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about their experiences in the setting.
- Parents shared their views of the setting with the inspector.
- A meeting was held with the manager. This included a review of relevant documentation, including staff's suitability and training.

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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