

Inspection of Riverside Community Day Nursery

Edensor Road, Chiswick, London W4 2RG

Inspection date: 22 July 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	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and confident in this welcoming and caring nursery. Their emotional well-being is supported through secure and trusting relationships with each other and staff. Children can make independent choices in selecting activities and resources. This encourages them to build their self-confidence as they explore their own interests. They can choose to play inside or outside with a range of well selected resources. Children develop a strong sense of community and form a sense of belonging. For example, all children are given the opportunity to engage in celebrations to wish those moving on farewell.

Children behave very well, knowing that staff are nearby to support them if required. They play cooperatively with one another in small groups. Staff use praise and encouragement to promote the children to take part and try new things. For example, during lunchtime staff capture the children's imagination with puppets and songs to support manners and trying new food.

Additional funding that the nursery receives is used effectively by the manager. For instance, the manager has plans to further enhance the outdoor provision by adding a sand area. During the COVID-19 pandemic, the nursery kept in contact with families offering help to support children's learning and well-being. For example, the nursery created a toy library and online song times with staff.

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

- Children make good progress in their learning and development, through a broad, well-planned curriculum. Staff are skilled at delivering the curriculum. However, at times what they want the children to learn is too broad. As a result, sometimes staff do not focus learning intentions of activities to fully reflect the specific knowledge that individual children need.
- Children develop independence with their self-care and learn good hygiene practices. Children are active in setting up mealtimes together, helping to clean the tables before meals with older children helping younger children to pour drinks. Children and adults eat a variety of healthy, nutritious meals together, with staff role modelling the use of utensils. Mealtimes are a social and enjoyable experience.
- Staff use a range of skills to ensure that children's communication is supported. They use visual prompts to support listening strategies and readily sing songs with the children joining in as they play. At times though, staff in their eagerness will ask the children questions about what they are seeing and doing without allowing them time to think about what is being asked before asking another question. This means that at times children do not get enough time to process what is being asked before another question is asked.

- Staff are proud to work at the nursery and discuss feeling supported in their professional development. The manager has a clear vision and plan to ensure that staff take part in ongoing training and development to ensure that individual staff receive specific and focused training to enhance their knowledge.
- The key-person system is effective and well established. Staff use information from parents to support children's learning and development, ensuring that children make a consistent approach, both at home and at the setting. Children attending other settings are well supported. The manager ensures that regular opportunities such as termly meetings and informal chats are used to ensure children receive a constant approach between different settings.
- Children with special educational needs and/or disabilities (SEND) become fully involved in activities and make good progress. They move freely and safely around the indoor and outdoor spaces, which are carefully planned to be fully inclusive for all.
- Mathematical language is used in everyday activities to embed children's knowledge and understanding. For example, staff encourage children to count as they read stories using their fingers to provide a visual prompt for children.
- Children's imaginative skills are supported well. Staff sit alongside children in areas such as the role play. They actively join in with their play as children use resources imaginatively to pretend face paint each other for a party.
- Partnerships with parents is strong within the nursery. Parents positively discuss the progress their children have made. There are effective systems in place for parents to engage in their child's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good knowledge and understanding of child protection issues. They can clearly identify the indicators that a child may be at risk of harm and wider safeguarding issues such as domestic violence and extremism. Staff are confident in the steps to take should they have concerns over a child's safety and whistleblowing procedures. The manager ensures that all staff frequently attend safeguarding training to update their knowledge. She ensures that the premises are safe and secure to protect children from unauthorised persons entering the nursery. The supervision of the children is good both indoors and outdoors as staff deployment is effective.

What does the setting need to do to improve?

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

- strengthen staff's knowledge to recognise the importance of allowing children time to process and respond to questions consistently in practice
- further develop the curriculum intentions, so that staff can confidently put into

practice the exciting learning opportunities for children and how these reflect their individual needs.

Setting details

Unique reference number	116201
Local authority	Hounslow
Inspection number	10219631
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	38
Name of registered person	Riverside Community Day Nursery Committee
Registered person unique reference number	RP517534
Telephone number	020 8995 9299
Date of previous inspection	4 August 2016

Information about this early years setting

Riverside Community Day Nursery registered in 1994. It is located in Chiswick, in the London Borough of Hounslow. The nursery operates between Monday and Friday, from 8am to 6pm, for 51 weeks a year. The nursery is in receipt of funding for the provision of early years education for children aged two, three and four years. There are five members of staff employed, four of whom hold relevant childcare qualifications at level 3 and one at level 2.

Information about this inspection

Inspector
Megan McClellan

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 manager and has taken that into account in their evaluation of the setting.
- The manager and inspector completed a learning walk of the nursery and discussed the provider's intentions for the curriculum.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager to assess the quality of teaching and the impact this has on the children's development.
- Parents shared their views with the inspector, and the inspector took these into account.
- Examples of relevant documentation were sampled and reviewed by the inspector. She checked evidence of the suitability of staff working in the nursery.

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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