

# Inspection of Riverside (Spicey Gill) Private Day Care

2 Kings Road, Ilkley, Yorkshire LS29 9AD

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Inspection date: 26 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
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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	Inadequate

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

### The provision is good

Children spend a lot of time outdoors. The atmosphere buzzes with their excitement and eagerness to explore the activities available to them. Children enjoy games with staff, such as what time is it Mr Wolf? They work together to decide who will be the 'wolf'. When the 'wolf' shouts out the time, such as three o'clock, children take three steps forward. They giggle, scream and run away as Mr Wolf tells them it is dinner time.

Children take part in first-hand scientific explorations. For instance, they learn about the life cycle of a caterpillar. Children learn new words, such as cocoon. They identify colour in bubbles and learn how colours looks depending on the light. Babies show how they can safely use the slide, with staff close by to supervise them. The curriculum supports children to demonstrate their listening, counting and physical skills, to learn about the world and to use language about time. Staff have high expectations for children's learning.

Staff have strategies in place to support children who, at times, struggle to regulate their behaviour. Children begin to understand a sense of right and wrong. Their behaviour is good. Children learn to be kind to their friends. They share toys and wait for their turn, for example when they blow bubbles. Children show that they are happy and safe in the nursery.

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

- Members of the management team have worked hard to address the actions raised at the last inspection. They have welcomed support from the local authority early years team to help raise the quality of education for children. The management team has implemented weekly training days to support and enhance staff's knowledge and practice. There are appropriate arrangements for induction and supervision meetings for all staff. Staffing arrangements meet the qualification requirements to help keep children safe.
- The management team has considered the working pattern of all staff and the days children attend. This has helped to create an effective key-person system. There is also a secondary key person in place. Key persons now tailor every child's care and learning to meet their individual needs. Parents are also aware of their child's key person. This helps to support continuity of care and learning between the nursery and home.
- Older children celebrate their achievements with a graduation party. Teachers visit children in the nursery and invite them to the school with their parents. Staff prepare children emotionally for changes in their life and the wider social network of school.
- Staff support children's early language development well. For example, they

encourage children to find letters from their name and stick them on a board outdoors. Children have a go at blowing bubbles. This helps them to strengthen the small muscles in their mouth needed to form clear sounds when speaking. Babies and toddlers enjoy stories. Staff lay books on the floor so that children can see the pictures. However, when toddlers ask questions, such as 'where is the owl?', staff do not give them an opportunity to think for themselves. Staff answer the question and move on with the story. This does not fully support toddlers' early literacy skills.

- Children go on field trips and take visits to the nearby riverside. They develop their knowledge and understand the need to respect and care for the natural environment and all living things.
- Staff review case studies, such as incidents of choking. This helps them to understand the importance of good supervision at mealtimes, and that food that is high risk to young children because of the shape, texture and size. Children enjoy a healthy balanced diet. They sit around a table for snacks and meals and sit up straight.
- Staff know children's individual interests well. They plan the environment to meet children's needs. However, staff do not always have knowledge of some children's development. This means that, at times, staff cannot interact to teach the next steps in learning for that unique child at that precise moment.
- The special educational needs coordinator ensures that referrals are made for children with special educational needs and/or disabilities. Staff work with parents, grandparents and other professionals to help children receive the targeted support they need.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of local safeguarding partnership reporting procedures. They have a good knowledge of the possible signs and symptoms of abuse. Staff understand their responsibilities in relation to the 'Prevent' duty guidance. They are aware of the risks to children being drawn into radicalisation or extremism. Staff know of other safeguarding issues, such as female genital mutilation, and understand what to do in the event of an allegation against a child or adult. Members of the management team are currently working with staff from the early help team to understand their role further. This has helped to extend their and staff's knowledge of those who have the expertise to help children and families in times of need.

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

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

- support staff to encourage toddlers to explore their own questions and enhance their literacy skills further

- strengthen the quality of interactions with children by ensuring that staff consistently know what children need to learn next.

## Setting details

<b>Unique reference number</b>	EY561106
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10237269
<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>	48
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	H M Training Ltd
<b>Registered person unique reference number</b>	RP536635
<b>Telephone number</b>	01274689516
<b>Date of previous inspection</b>	14 March 2022

## Information about this early years setting

Riverside (Spicey Gill) Private Day Care registered in 2018. It is situated in the Ilkley area of Bradford. The nursery is open from 7.30am to 6.30pm, Monday to Friday, all year round. It employs 11 members of staff, six of whom hold appropriate early years qualifications at level 2 and above. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jane Tucker

## 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 completed a learning walk with the inspector and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their written views of the staff and the nursery 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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