

# Inspection of Riverside Nursery

Riverside Ind Est, Branch Road, Lower Darwen, Lancs BB3 0PR

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Inspection date: 28 September 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is outstanding**

Children thrive at this exceptional, caring nursery, where they are excited and motivated to learn. They quickly become engrossed in the well-resourced environments on offer in each room. They are keen to show off their impressive knowledge to staff and visitors. Children are exceptionally well-behaved at this nursery. They show care for one another and are quick to help each other with challenging tasks. They cheer with delight as they help each other to dig out giant parsnips in the vegetable patch. They skilfully identify strawberries in the garden that are red, which means they are 'ready to eat'. They comment that the white strawberries 'need more time'. Children's understanding of the world flourishes in the rich environment of the garden. They dig, plant and water the flowers and vegetables. They rub the leaves of the plants and talk to each other about the smell of the flowers. This helps children begin to understand the natural world around them and how things grow.

Children benefit from warm bonds of affection with the nurturing staff, who are highly passionate about each child's learning experience. They know each child's interests and what they need to learn next to make progress. There is a clear curriculum intent of mathematics across all three rooms. All activities, songs, stories and interactions are richly threaded with mathematics and numbers. The curriculum on offer is individualised for each child's specific needs. As a result, all children, including children with special educational needs and/or disabilities, make excellent progress in every area.

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

- The nursery is led by a well-qualified, highly aspirational manager who reflects on practice continuously to ensure the best outcomes for children. The highly motivated staff team have a strong understanding of child development. They are especially skilled at adapting the curriculum to become individualised and support each child's unique needs. For example, boys who are reluctant mark-makers are encouraged to design superheroes and describe their qualities. Staff skilfully incorporate mathematics by asking children to count how many 'good guys' there are. As a result, children are fully immersed in their learning, and their understanding of mathematics develops continuously.
- The manager is inspirational in her leadership of this setting and her care for the staff and children is shown in the happiness of all who attend. All staff comment that they feel valued here. Leaders ensure that staff are supported through regular supervision and appraisal meetings. Staff's well-being is a high priority for the manager who recognises that happy staff make for happy children. Leaders quickly identify the training needs of all staff, including those who are new and may need extra support. This benefits children directly, as staff's

knowledge is kept up to date and relevant so that the needs of individual children are met.

- Staff model excellent communication skills to children by using clear and concise language. Their enthusiastic modelling of words and grammar helps children to listen and in turn, speak with clarity and confidence. They consistently introduce new vocabulary into children's play. For example, children in the baby room play with freshly made gloop. Staff use words such as 'sticky' and 'stretchy' which children then repeat confidently and clearly. As a result, children feel good about using new words in conversation
- Children display exceptionally high levels of independence in this nursery. For example, they serve themselves at lunchtime and put on their own coats and shoes when they go outside to play. Staff help children to recall how to manage more challenging tasks, such as fastening shoes by reminding them of what to do rather than doing it for them. As a result, children feel proud of their accomplishments.
- All children benefit from warm relationships with their key person. Transitions for children between rooms is handled excellently. Children and parents are invited to attend settling-in sessions as they graduate to the next room. Staff liaise closely with each other to ensure that appropriate information is shared. This means that children learn to cope well with change and build resilience.
- Relationships with parents are outstanding. Parents and carers are incredibly complimentary about the nursery and staff. They talk about the warm greetings they receive at drop-off time, and the sensitive help staff provide if they notice children are tired or tearful. They comment that communication is wonderful and that they always feel fully updated about their child's progress. Parents are now invited into the nursery since the restrictions of the pandemic have eased. As a result, they can interact with staff in person and communicate their child's immediate daily needs, and children feel confident enough to run into nursery with a happy wave goodbye.
- Children show great care for themselves and staff in their many sensitive interactions with each other. They use excellent manners and beam with pride when their good behaviour is recognised and praised. Children's concentration is impressive. For example, they focus on kneading dough until it becomes the right consistency before adding further ingredients with differing textures. As a result, children quickly learn how to be patient and thoughtful. These qualities will help them in all areas of their lives.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have excellent knowledge of how to safeguard children in their care. All staff have received appropriate training. They display secure knowledge of what to do if they have a concern about a child or a colleague, and know who they should report it to. Staff confidently recognise the signs and symptoms which may indicate a child is at risk of harm. The manager works tirelessly to test and strengthen staff safeguarding knowledge, so that they can confidently deal with

any situation which may arise. This helps to keep children safe.

## Setting details

<b>Unique reference number</b>	EY357087
<b>Local authority</b>	Blackburn with Darwen
<b>Inspection number</b>	10235111
<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>	0 to 4
<b>Total number of places</b>	82
<b>Number of children on roll</b>	114
<b>Name of registered person</b>	Riverside Nursery (Lower Darwen) Limited
<b>Registered person unique reference number</b>	RP903261
<b>Telephone number</b>	01254 695777
<b>Date of previous inspection</b>	28 October 2016

## Information about this early years setting

Riverside Nursery registered in 2007 and is situated in the Lower Darwen area of Blackburn. The setting opens Monday to Friday, 51 weeks of the year, with the exception of bank holidays. Sessions are from 7.30am until 5.45pm. The setting employs 25 members of childcare staff. One member of staff holds early years teacher status. Six members of staff hold qualifications at level 6 and 16 staff hold early years qualifications at level 3. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Caroline Morton

## 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 provider and has taken that into account in her evaluation of the nursery.
- Discussions were held with the provider, the manager, staff, parents and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The manager and inspector completed a joint evaluation of an activity.
- The inspector reviewed a variety of documents, including evidence of the suitability of staff, qualifications and first-aid certificates.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

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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