

Inspection of Riverston Nursery

Riverston School, 63-69 Eltham Road, London SE12 8UF

Inspection date: 21 July 2023

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

What is it like to attend this early years setting?

The provision is good

Children are happy and emotionally secure. Those who are new to the nursery quickly settle in. Children benefit from a shared approach between their parents and nursery staff. Staff are warm and caring, and they know children well. Babies experience flexible routines that mirror those from home. Children's personal care and development needs are met well.

Staff encourage children to develop good language and social skills. They support children to interact and communicate with each other in positive ways from an early stage. Children use good manners and consider the needs of their friends. Children understand what is expected, such as the need to get an apron before water play. Staff plan real-life experiences for children, such as visits to the train station as they learn about transport. Children come into contact with nature and living things during regular forest school sessions.

Children have frequent opportunities to practise the skills they learn and to build on what they know. Children become independent and curious learners. Children with special educational needs and/or disabilities (SEND) progress well from their starting points in learning. Children, including those who may be at risk of falling behind in their learning, respond well to the high expectations of staff. They are well prepared for future learning and for moves to school.

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

- The manager is ambitious for children and staff. She evaluates the service effectively and works well with the leadership team within the school where the nursery is based. The manager is a strong advocate for children, parents and staff. She makes effective use of targeted funding. This contributes to an effective curriculum, which reflects children's prior learning and interests.
- Staff receive regular support from the school's special educational needs coordinator. This helps to identify and address possible gaps in children's learning at an early stage. Accurate information is shared with parents, who receive good support to build on children's learning at home. This helps all children to reach their full potential, including those who are in receipt of additional funding.
- Staff help children to understand how to look after their bodies and stay healthy. For example, children get their water bottles and drink when thirsty. Children learn more about their health during visits from the school nurse. They explore tooth moulds and brush their teeth after lunch. Children climb, use wheeled toys and balance on beams. This helps children to develop their coordination and strengthens their large muscles. Babies take part in yoga sessions.
- Staff demonstrate a shared understanding of the nursery's curriculum. For

example, they plan activities that develop children's interactions, early communication and language. Babies and younger children often sing, hear rhymes and share stories. Older children learn new words and engage in back-and-forth conversations with staff and each other. They speak about important people and familiar stories, and they recall events.

- The manager meets regularly with staff to identify their strengths and professional development needs. Staff receive support to gain recognised qualifications. Peer-to-peer observations contribute to staff's professional practice. However, teaching is very occasionally not adapted well enough to help all children engage well in activities.
- Staff plan challenging and well-sequenced learning opportunities for children. For example, babies and toddlers use their fingers well as they explore wet sand. Children with SEND show persistence. They sort, count and strengthen their hand muscles as they join interlocking blocks. Staff provide different-sized chalk for older children to use on paper, walls and the ground. Children go on to confidently write their names.
- Children behave well, share resources and acknowledge the efforts of their friends. Babies smile and clap as staff acknowledge their achievements. Older children hold up their hands before speaking in group conversations. Staff help children to learn about important cultural events and develop confidence in their abilities. However, some children have fewer opportunities to recognise and value what makes them unique.
- Staff prepare children well for school. Children make choices about what to do and share their ideas. They are confident to ask adults for help. Pre-school children enjoy regular phonics sessions. Staff encourage visits from teaching staff and provide receiving schools with important information about children. This helps new teachers to understand what children already know and how they learn best.

Safeguarding

The arrangements for safeguarding are effective.

The manager recognises the potential impact of the pandemic on children and families. She is alert to the impact of changes in a child's home life and offers early support, guidance and information to parents and staff. Staff implement procedures for allergies and skin care to help ensure children's good health. They know how to respond in a medical emergency. Staff complete training to update their safeguarding knowledge. They understand how to recognise and respond to possible risks of harm or abuse, such as children's exposure to domestic abuse or unsafe technology. Arrangements for ensuring initial and ongoing staff suitability promote a positive culture of safeguarding children.

What does the setting need to do to improve?

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

- enhance arrangements for the supervision, training and support of staff so that they understand how to better adapt teaching to support and engage children, including those with SEND
- broaden opportunities for children to recognise, value and share their backgrounds and languages.

Setting details

Unique reference number	2637080
Local authority	Greenwich
Inspection number	10295691
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	0 to 4
Total number of places	48
Number of children on roll	46
Name of registered person	Swinbrook House Nursery Schools Limited
Registered person unique reference number	2551542
Telephone number	0208 318 4327
Date of previous inspection	Not applicable

Information about this early years setting

The nursery is part of a larger group of school and nursery settings. It is located on the grounds of Riverston School, in the Royal Borough of Greenwich. The nursery is open Monday to Friday, 8am to 6pm, all year. A total of 15 staff work with children. Of these, eight staff hold relevant qualifications at level 2 and level 3, and two staff hold qualifications at level 5. One staff member is a qualified teacher. The provider receives funding for the early education of children aged two, three and four years.

Information about this inspection

Inspector

Kareen Jacobs

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 nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke with the inspector at appropriate times 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.
- The manager and the inspector carried out a joint observation of a group activity with children.
- The inspector looked at relevant documentation and reviewed 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023