

# Inspection of Riverside Nursery

Royal United Hospital, Combe Park, Bath BA1 3NG

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Inspection date:

8 July 2025

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## Overall effectiveness

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## Requires improvement

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

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

### **The provision requires improvement**

Children arrive happily and settle quickly ready to play. An established key-person system helps children form secure attachments and promotes their well-being. Children are well cared for and feel safe in the setting. They come to staff for support and are greeted warmly and enthusiastically. Throughout the day, children's happiness is a priority for staff and they are attentive to children's needs. For example, staff create a calm atmosphere to help children sleep well. During nap times, staff stay with children and check on them regularly to ensure they are sleeping safely.

Leaders ensure their new team have the knowledge they need to provide warm, safe and nurturing care to all children. For example, staff are supportive of children's hygiene routines, talking and singing to them when changing nappies and using the toilet. This helps children to feel confident to begin to use the toilet and wash their hands independently. However, there are weaknesses in the quality of education children receive. Although, leaders adopt a curriculum that carefully sequences what children need to know and do, it is not implemented well enough to help children meet their developmental milestones. Additionally, leaders do not coach and mentor staff effectively to help children make the progress of which they are capable. For instance, staff do not always help children to manage their feelings and behaviour. This impacts some children's personal, social and emotional development.

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

- Leaders work well with staff to support their well-being and workload. They are aware of the weaknesses in the delivery of the curriculum and provide some training for staff, including trips to other settings to support their practice. Furthermore, leaders have recently enrolled staff onto a 'maths champions' course to help them improve the delivery of mathematics. However, leaders do not consistently coach and mentor staff to help them understand and implement the curriculum effectively to support children's next steps in learning. For example, although staff know children well and plan activities, such as exploring shaving foam with toy animals, they do not consistently extend children's play to help them know and remember more.
- Leaders plan language activities to help develop children's listening and attention skills. For example, staff use an 'attention box' at group time to help build children's focus. However, this is not consistently effective and some staff do not understand how to model listening and attention skills well. Sometimes, staff who are not directly teaching, interrupt children's learning by talking over the activity or ask children to complete other tasks. These distractions make it difficult for children to concentrate.

- Leaders work closely in partnership with the on-site hospital to meet children's medical needs and provide any intervention children may need. For example, when staff or parents notice a physical delay in children's development, such as learning to walk, leaders organise support from occupational therapists. They work closely with staff and parents to provide targeted support for children to build their muscles, balance and coordination. This swift action and effective partnership helps to support children's physical skills.
- Children practise daily affirmations and chant that they are 'kind' and 'good friends'. They enjoy coming together as a group and practising this. However, staff do not always help children to develop the skills they need to understand their emotions and maintain friendships. This means that some children do not learn how to put their daily affirmations into practice. Consequently, children do not make enough progress building relationships and managing their own feelings and behaviour.
- Staff provide nutritious meals and cater for all diets. Leaders have robust systems to manage allergies and staff implement them well. Children enjoy the food they eat, such as chicken and green beans. They know their routines well and begin to develop responsibility as they grow. For example, older children scrape their own plates and tidy up after they eat. This helps children to understand how to make healthy choices and become independent in their routines.
- Staff teach children how to take turns and develop their critical thinking skills. However, at times children become confused with the information presented to them because the task is too difficult. This leads to some children waiting too long for their turn, meaning they lose focus and become restless. Additionally, due to weaknesses in staff knowledge and understanding of the curriculum, they do not use assessment well to ensure activities build on what children already know and can do.
- Staff build strong bonds with children. Parents comment positively about the setting. Staff immerse themselves in children's play and encourage them to keep trying when a challenge occurs. For example, children spend time balancing on beams outside and staff help them to problem solve when they find parts of the obstacle tricky. Staff hold their hand or give them words of encouragement to think differently about what they are trying to achieve. The attention and care staff provide ensures children develop secure relationships with adults.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

**To meet the requirements of the early years foundation stage, the provider must:**

|                                                                                                                                                                                                                       | Due date   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| improve the implementation of the curriculum to ensure that staff build succinctly on what children already know and can do                                                                                           | 30/11/2025 |
| provide staff with effective coaching and training to support their professional development, with a specific focus on their teaching skills, to ensure the curriculum has the intended impact on children's progress | 30/11/2025 |
| develop a consistent approach to supporting the development of children's emotional literacy, so they can share how they feel with others and regulate their own behaviour.                                           | 30/11/2025 |

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

- improve the organisation of transitions and routines to reduce waiting times and improve children's engagement to support their learning and development.

## Setting details

|                                                    |                                      |
|----------------------------------------------------|--------------------------------------|
| <b>Unique reference number</b>                     | 2774480                              |
| <b>Local authority</b>                             | Bath and North East Somerset Council |
| <b>Inspection number</b>                           | 10410748                             |
| <b>Type of provision</b>                           | Childcare on non-domestic premises   |
| <b>Registers</b>                                   | Early Years 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>                      | 54                                   |
| <b>Number of children on roll</b>                  | 64                                   |
| <b>Name of registered person</b>                   | Riverside Nursery Bath Ltd           |
| <b>Registered person unique reference number</b>   | RP552100                             |
| <b>Telephone number</b>                            | 01225 636023                         |
| <b>Date of previous inspection</b>                 | Not applicable                       |

## Information about this early years setting

Riverside Nursery registered in 2023 and is situated on the site of the Royal United Hospital in Bath. The nursery opens on weekdays from 7.30am to 6pm, all year round. There are 24 members of childcare staff. One member of staff holds a relevant early years qualification at level 6. A further two hold a relevant early years qualification at level 5, one at level 4, six at level 3 and two at level 2. There are a further 12 unqualified members of staff. The nursery provides government funded places for childcare.

## Information about this inspection

### Inspector

Rebecca Lihou

## Inspection activities

- The manager, nominated individual and inspector completed a learning walk across all areas of the setting to understand how the early years curriculum is organised.
- Leaders, staff and children engaged in discussions with the inspector at appropriate times during the inspection.
- The nominated individual and inspector carried out a joint observation in the setting.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the setting.
- Parents and carers shared their views of the setting with the inspector.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has 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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