

Inspection of Riverview Day Nursery

Riverview Road, West Ewell, Surrey KT19 0JP

Inspection date: 8 July 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time at this welcoming nursery. The key-person approach is well embedded in this nursery. Staff offer babies cuddles and reassurance when needed and are nurturing in their interactions with children. This helps children feel safe and secure.

The curriculum at this nursery is ambitious and well planned. Staff place a strong focus on children's physical development and emotional well-being. They recognise that some children prefer to learn outside and ensure that they have access to the vast garden from the start of their session. As such, children freely explore the garden. Staff play alongside children as they transfer water to the mud kitchen to make their 'strawberry smoothies'. Children create large structures from crates and carry stepping stones to make a balance beam to walk along. Furthermore, staff involve children in a 'wake up, shake up' dance each morning to prepare them for their day ahead. Children smile and sing along as they move their bodies to the rhythm of the music. Staff provide ample opportunities for children to develop their muscle groups for later learning.

Staff have high expectations of children's behaviour. They are kind and calm and children mimic these behaviours. Staff plan an environment that promotes children's curiosity. Children are sociable and behave well.

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

- Staff support children's language and communication development well. They offer a language-rich environment. Staff tailor their interactions to the individual needs of children. For example, they sing songs with babies and repeat single words as they play. Staff use visual aids to support children with special educational needs and/or disabilities (SEND). They engage older children in conversations and ask questions to extend their thinking. For instance, children talk about how they have grown a courgette in the garden. All children make good progress in their language skills from their starting points.
- Staff support children's independence skills very well. They gently teach young babies how to feed themselves, and pre-school children confidently pour their own drinks. Furthermore, staff teach older children how to use a knife and fork. This helps children to develop their independence for later learning.
- Overall, staff understand the nursery curriculum. They know what they want children to learn before they move to the next room in the nursery. Staff use their observations of children's play and information from parents to assess children's development. This knowledge enables staff to plan activities that support children to make good progress in their learning. For instance, staff model early counting as toddlers put their shoes on. However, occasionally, staff

do not promote older children's knowledge of counting and numeracy skills. This means not all children are supported to further their early mathematical skills.

- Staff identify gaps in children's learning at the earliest opportunity. They swiftly put plans in place to support their individual needs. Staff plan clear targets for children and review these regularly. Children with SEND make very good progress.
- Staff are consistent in supporting children's behaviour. They are polite and help them to learn to say 'please' and 'thank you'. Staff praise children when they do the right thing. If a small disagreement occurs between children, staff are sensitive and help them to learn the impact of their behaviour on others. This helps children to understand why they need to behave in a certain way.
- Parents speak highly of the nursery and report how much their children enjoy attending. Staff communicate well with parents and lend books and resources for them to use with their children at home. This helps to support them in building on their children's learning at home.
- Leaders recognise the importance of keeping children safe online and have parental controls in place on electronic devices for their safety. However, leaders do not teach children about online safety or how to keep themselves safe while using online devices. This does not fully support children's understanding of their own personal safety.

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

- develop the curriculum for mathematics so that children build a secure knowledge of early mathematical concepts
- support children's understanding of the importance of keeping themselves safe online.

Setting details

Unique reference number	EY390562
Local authority	Surrey
Inspection number	10398906
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	40
Name of registered person	Riverview CofE Primary and Nursery School VA
Registered person unique reference number	RP525115
Telephone number	0208 337 1245
Date of previous inspection	14 November 2019

Information about this early years setting

Riverview Day Nursery registered in 2009 and is located in West Ewell, Surrey. The setting is open Monday to Friday from 8am to 6pm, for most of the year. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at Level 2 and above. It provides government funded childcare.

Information about this inspection

Inspector
Kelly Lane

Inspection activities

- The inspector and the manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- A joint observation of an activity was completed with leaders.
- The inspector observed staff's interactions with children during activities, indoors and outdoors, and assessed the impact these have on children's learning.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and saw evidence of the suitability of staff.

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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