

The Riverside Nursery School

Winchester City FC, Hillier Way, Abbotts Barton, Winchester, Hampshire, SO23 7SU

Inspection date

07/01/2015

Previous inspection date

07/10/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Staff are kind, caring and committed; helping children to feel settled and secure, and providing a sound foundation for personal, social and emotional development.
- Children of all ages make good progress in their learning and development as they have time to access and explore a variety of activities combined with good quality teaching.
- Leadership and management have a clear understanding of the nursery school's strengths and have plans to address weaker areas.
- Parents are offered many opportunities to share, delight in, and to contribute to their children's learning via the online record.
- Staff provide good support to smooth children's move on to school.

It is not yet outstanding because

- Staff miss some opportunities to interact with groups of children and encourage their thinking skills to promote further children's language development.
- Outdoor resources, although plentiful, are not always set up in a way that is stimulating, interesting and inviting for the children to use.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed and spoke with children and staff across a range of activities inside and outdoors.
 - The inspector completed a joint observation with the manager.
 - The inspector spoke to and took account of the views of four parents and carers.
 - The inspector tracked two children and reviewed their online records.
- The inspector reviewed a selection of documents relating to emergency evacuation,
- recording of accidents and staff qualifications including a full range of online policies.

Inspector

Ann Rowe

Full report

Information about the setting

The Riverside Nursery School registered in 2004. It is situated in the grounds of Winchester City Football Club and serves children from the local and surrounding areas. The nursery is privately owned, and provides full-day care for children aged from two years and six months to under-five years, during term time each weekday. Children may attend from 8:30am to 4pm or for sessions which run from 8:30am to 12:30pm and 1pm to 4pm. The nursery currently has 53 children on roll. The nursery receives funding for the provision of free early years education for two-, three- and four-year-old children. There are eight permanent members of staff employed to work with the children, six of whom hold relevant childcare qualifications including one who holds qualified teacher status.

What the setting needs to do to improve further

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

- maximise opportunities to promote children's thinking skills and language development further by, for example, asking more open questions during spontaneous play and activities.
- strengthen children's opportunities for outdoor investigation and exploration by consistently setting out resources so that they are stimulating and inviting for children.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The manager and staff at the nursery have a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. There is good depth and breadth to the educational programmes. Staff plan a range of challenging activities that support the learning and development of all children in their care. They take into account individual children's interests and next steps for development across all areas of learning.

Overall, the quality of teaching is good and at times, some is outstanding. Younger children enjoyed using scissors and remained focused on their task. Staff extended the activity by encouraging them to cut out shapes to promoting their mathematical and small-muscle development. Children enjoy singing and action songs, which promote language and physical skills. Staff introduced props during story time to maintain children's interest and involvement. Staff encouraged children to join in with repetitive phrases promoting their language development, such as during a story about baby owls.

Staff reminded children about, 'Good listening and good looking', during the story, which supports skills for their future learning. However, some staff miss opportunities to support and extend children's thinking and language skills during child-initiated group play.

Children use their imagination to create pretend buses indoors and outdoors and staff are on hand to help develop their ideas. Staff played a game about lunch boxes with a group of children supporting them to take turns naming fruits and vegetables, and talk about their likes and dislikes. This encourages children's personal, social and emotional development as they learn about healthy eating. Children of all ages enjoy writing and mark-making opportunities demonstrating a sense of pride with the pictures that they have drawn. Older and more able children label their own pictures and write their own names. Other children are beginning to form letters and make recognisable attempts at their name. Children are developing their mathematical skills well. They regularly count and use mathematical language, such as long and short as part of their routine play activities

Every child has a key person who makes frequent short observations of children's progress in all areas of learning. They record these using an online system, which means that parents can have instant access and can share in their children's learning. Parents contribute to their child's learning record and are becoming more involved with this system. Parents spoken to during the inspection, commented favourably about its introduction and use, appreciating that it enables fathers, grandparents and family abroad to see children's activities in the nursery. A member of staff is always on hand to greet the children on arrival and set them off on activities for the day. Parents and staff exchange daily information updates at drop off and collection times. Parents meet with their child's key person for more formal reviews three times per year to share information. Staff complete the required progress check for two-year-old children and share these with parents.

The contribution of the early years provision to the well-being of children

Staff meet children's welfare needs well at this nursery. Staff set a good example to children in their manner. They are calm, patient and consistent in their expectations, and responses to children's behaviour. For example, they use a timer to give a fair allocation of time with a toy, which gives the children clear boundaries. Children learn to share, take turns and use excellent manners as they undertake their games and play activities. Children demonstrate a high level of confidence and sense of security, as they are curious and interested in all that is going on. For example, they confidently ask questions about what different people are doing. A simple routine to the day helps to ensure children have good daily opportunities to be active, stimulated, regularly fed and have quieter periods. This enables them to feel comfortable, happy, and consequently, they enjoy the abundant range of resources and opportunities available to them. However, staff do not always present outdoor resources and activities in an attractive and appealing way. As a result, this does not motivate all children to explore and investigate outside.

Staff use comprehensive risk assessments to ensure the premises and the resources are

safe for the children to use. Staff remind children to take care on outdoor surfaces that may be slippery on a wet day, so that they do not fall and hurt themselves. Staff teach children to use equipment correctly and encourage them to help to pack away afterwards to prevent tripping and to ensure resources are not damaged.

The nursery staff are pro-active in helping children with any additional needs. All children attend focused language groups each week ensuring that all children, including those learning English as an additional language, are developing and progressing. Staff make good use of signing as a means of furthering children's communication skills. Staff seek additional support for children as required, such as the speech and language service.

Staff are active in supporting children's understanding of healthy lifestyles. Children benefit from healthy food options, which take into account any dietary needs at snack and meal times. These are happy and sociable times, where children develop their social skills as they sit with adults at the table to enjoy their food. Staff encourage children to help with the setting out of the tables for packed lunch and to serve themselves snack. Children have plenty of opportunity to be physically active in their outdoor facilities. They demonstrate a good awareness of hygiene as they independently wash their hands at the sink after outdoor play and before meals. Consequently, children are acquiring the skills for the next stage in their learning, such as school.

The nursery staff have developed a good relationship with the local school and is very supportive of families at this time. Staff accompany children and their family when they first visit so that there is continuity, which helps children to feel more reassured and eases their move to school. In addition, staff share information with the schools about children's learning. Parents comment favourably on the support they have received at this time.

The effectiveness of the leadership and management of the early years provision

Management and staff have a secure understanding of their roles and responsibilities in relation to the safeguarding and welfare, and learning and development requirements. They communicate well, supporting each other to work effectively as a team to meet the individual needs of each child. Thorough induction procedures and regular staff supervision meetings mean that staff have a clear understanding of their roles and responsibilities. Management follow rigorous procedures for staff recruitment and vetting. All staff undergo full checks to confirm their suitability to work with children, which protects children from harm. Management have a clear understanding of their roles in supporting and guiding staff on all areas of child protection. There are comprehensive procedures in place to help safeguard children. All staff are familiar with the detailed safeguarding policy, and staff have attended training to help them identify and deal with any concerns. Staff have relevant first-aid training to enable them to deal with minor accidents effectively.

The manager ensures that staff attend local and in-house training on a regular basis to update their skills and knowledge. The training is then cascaded to other team members

so that all can benefit. At times, staff carry out observations of each other to monitor and improve their practice. The manager and staff hold regular meetings where they discuss changes and improvements to the nursery. The manager ensures that she keeps all of the required documentation in meticulous order and this helps her maintain an excellent focus on the nursery school's strengths and areas of weakness. Consequently, this demonstrates a commitment to maintain and improve standards of care and education that will benefit the children.

Staff demonstrate a good understanding of children's skills and abilities gained from their regular observation and monitoring of the children. Planning takes note of individual children's needs and staff provide activities which engage children and promote their learning and development. Staff share detailed records with parents and involve them in their child's learning. Staff are active in building partnerships with other agencies, local services and early years providers to promote the outcomes for children further.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY283212
Local authority	Hampshire
Inspection number	833602
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	53
Name of provider	Beverley Anne Feeney
Date of previous inspection	07/10/2008
Telephone number	01962 890 892

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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