

# Riverside Nursery

Riverside Centre, Minton Lane, North Shields, Tyne and Wear, NE29 6DQ



## Inspection date

11 December 2017

Previous inspection date

9 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff quickly learn about children's needs, interests and preferences when they start to attend. This helps staff to support children to make good progress from the outset.
- Managers evaluate and monitor all aspects of practice. They have recently focused on the impact of changes to the nursery space and opening hours, being careful to consult closely with staff and parents. This has contributed to a smooth transition, where children and staff have quickly settled into a new routine.
- Parents are very happy with the care and learning that staff provide. They feel involved in nursery life and praise the friendly and welcoming staff.
- Children form secure relationships with staff and they benefit from plenty of praise. They quickly develop high levels of self-esteem and explore the nursery with confidence.
- Staff have formed effective relationships with other professionals. Clear arrangements for communication and partnership working help to provide cohesive support for children and their families.
- Children show pride in their achievements and are eager to please. This demonstrates a positive attitude to learning that helps to prepare them for when they start school.

### It is not yet outstanding because:

- At times, when staff are involved in activities with children, they are unaware of other children in the room who are reluctant to take part or become restless.
- Occasionally, when planning activities, staff do not provide the highest levels of challenge to the most able children in the group.

## What the setting needs to do to improve further

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

- enhance staff's teaching and support of one another, to help include all children in activities at an appropriate level
- develop even more effective ways to provide the most able children with highly challenging activities that help them to make the best possible progress.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector held a meeting with the managers. She looked at relevant documents including recruitment procedures and evidence of the suitability checks carried out on staff.
- The inspector spoke to children and staff at appropriate times during the inspection. She also spoke to a group of parents and took account of their views.

### Inspector

Clare Wilkins

## Inspection findings

### Effectiveness of the leadership and management is good

Managers have extensive experience and comprehensive knowledge of the requirements of the early years foundation stage. Staff are well supported and encouraged to build on their good qualifications and experience. This helps to enhance the quality of teaching. Staff morale is high and contributes to the happy, positive environment in nursery. Safeguarding is effective. Robust recruitment arrangements help to ensure that staff are suitable for their role. Staff understand their responsibility to protect children. They know what to do if they have a concern about a child's welfare, or the conduct of a member of staff. Managers monitor the progress that children make and identify areas of development where children make less progress. They put plans in place to help to improve teaching in these areas. For example, staff are currently working to support boys more effectively with their learning in mathematics.

### Quality of teaching, learning and assessment is good

Staff observe children at play to help them to identify what children need to learn next. They provide a good balance of planned activities and opportunities for children to lead their own learning. Children have opportunities to explore and experiment during play. For example, they watch what happens as they sprinkle powder paint in puddles and on frosty walls. Children develop a real interest in books and enjoy listening to stories. This helps to promote their early skills in literacy. Staff interactions with children are skilful. Children listen carefully to them and respond to appropriate questions and prompts as they play. This contributes to the good communication skills children demonstrate. Children enjoy singing songs and playing musical instruments while practising to take part in a show for their parents. This supports their creativity and confidence to participate.

### Personal development, behaviour and welfare are good

Staff have appropriate expectations of children and provide them with clear guidance and boundaries. Children behave well. They learn to understand the needs and feelings of others, for example, as staff sensitively support them to resolve conflict with one another. Children have plenty of opportunities for fresh air and exercise. They learn to balance, climb and negotiate space. Staff provide children with nutritious snacks and drinks. This helps to promote children's good health. Children develop good hygiene habits and learn to manage their own self-care needs. They develop good levels of independence that help to prepare them for when they move on to school.

### Outcomes for children are good

Children make good progress in their learning. Most children achieve levels of development that are typical for their age. Those children who are slower to develop some skills benefit from tailored teaching. They make rapid progress and catch up in their learning quickly. Children concentrate at activities of their choosing, showing enthusiasm and perseverance. For example, they keep trying as they complete a number puzzle with support from staff. This also promotes their early skills in mathematics.

## Setting details

<b>Unique reference number</b>	310201
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	1090717
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	40
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	North Tyneside Council
<b>Registered person unique reference number</b>	RP903480
<b>Date of previous inspection</b>	9 June 2015
<b>Telephone number</b>	0191 6348868

Riverside Nursery registered in 1999. The nursery employs nine members of childcare staff, all of whom hold a relevant qualification at level 3 or above. The nursery opens from Monday to Friday, term time only. Sessions are from 8.45am 11.45am. The nursery receives funding to provide free early years education for children aged two.

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