

Inspection of Riverside Ready For School Centre.

Riverside Centre, Minton Lane, NORTH SHIELDS, Tyne and Wear NE29 6DQ

Inspection date: 20 June 2023

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

This nursery, which specifically supports two-year-old children, provides first-rate care and education. Staff pay great attention to detail when planning routines and learning experiences to ensure that every child is fully supported to thrive. Children quickly grow in confidence and make rapid progress in their learning and development. They show delight in their experiences as they play. For example, children giggle with glee while catching rainfall from the gutters. They fill and empty containers and experiment with the different sounds made when raindrops fall into different containers. Children learn about rhyme and rhythm while dancing in the rain, aboard the 'rain train'.

Staff grasp every opportunity to build on children's learning. Through direct teaching, they provide children with new knowledge and skills. Alongside this, staff join children's play to help them to remember and practise what they have learned. For example, staff help children to create a story about a spider they find. Children later share this with their friends, recalling the facts about how spiders spin webs and catch flies. Staff follow children's lead and expertly weave learning in to their play. The child-focused curriculum is highly effective. Staff's very high expectations help children to make remarkable achievements. For example, very young children are able to use scissors safely and correctly.

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

- Leadership is inspirational and has a tremendous impact on the quality of care and education in the nursery. Managers have very high expectations of all staff, which has played a key role in driving all aspects of staff's practice towards excellence. Staff benefit from incisive supervision sessions, training and mentoring, which has helped to raise the quality of education to consistently exceptional levels. For example, following training, staff have implemented focused activities that have helped children to make remarkable progress in communication and language development.
- Meaningful partnerships with parents have a remarkable impact on children's outcomes. Staff respect, value and support the role of parents and recognise the impact that this can have on early childhood experiences and opportunities. Parents are inspired to give their children even more rich and varied experiences outside of nursery. They welcome training and guidance to help them to better understand and support their children's learning at home.
- Children develop highly positive attitudes to their learning. They are highly inquisitive and become absorbed in activities in nursery. For example, children eagerly observe ants feasting on cherries that fall from a tree in the garden. Staff help them to further develop their interests, for example, by taking the fruits indoors to look at them more closely.

- Staff are skilled communicators, who support children's developing language skills extremely well. They model and define new words to help children to extend their vocabularies. Staff engage children in discussions, creating opportunities for them to use and practise different words in different contexts. Children become increasingly articulate and confident in their speaking and understanding of language.
- Staff's expectations for children's behaviour are upheld consistently across the nursery. Staff are extremely careful to help children to understand age-appropriate boundaries and routines. For example, children are familiar with countdowns and songs that indicate a change in activities. This supports their sense of security very well and minimises any frustrations. Children's behaviour is exemplary.
- Staff put much thought into the most effective ways to help children to do things for themselves. For example, children's belongings are easily accessible so that they can manage these themselves. Staff provide small and manageable jugs and utensils to allow children to successfully serve themselves easily during snack times. Children are considerably independent for their age.
- Children are kind and courteous. They begin to develop an early understanding and tolerance of the needs of others. For example, children invite friends in to their play and share their dough. Staff consistently model good manners and respect to one another and to children. This helps children to develop social skills and positive morals that prepare them well for life in modern Britain.
- Staff have an in-depth understanding of, and take full account of, every child's individual ability and life experiences. Children with special educational needs and/or disabilities benefit from precise teaching plans and intense support. Managers use additional funding well, for example, to provide additional staff to help ensure that all children can access the curriculum. The most able children develop even more resilience and confidence in the challenging and exciting learning environment.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained and extremely knowledgeable about their roles and responsibilities to protect children from harm. They receive regular training and updates to ensure that they fully understand how to identify, record and report any concerns about a child's welfare. Staff work with other professionals to provide early help for families who need support. This helps to address minor concerns swiftly and prevent children from becoming more vulnerable. There are clear procedures to follow if staff are concerned that a child is at risk from harm or abuse. Staff supervise children well and teach them ways to keep themselves safe.

Setting details

Unique reference number	310201
Local authority	North Tyneside
Inspection number	10295220
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 3
Total number of places	40
Number of children on roll	20
Name of registered person	North Tyneside Council
Registered person unique reference number	RP903480
Telephone number	0191 643 8868
Date of previous inspection	11 December 2017

Information about this early years setting

Riverside Ready for School Centre registered in 1999 and is located in North Shields, Tyne and Wear. 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, during term time. Sessions are from 8.45am to 11.45am. The nursery is in receipt of funding to provide early years education for two- and three-year-old children.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- This was the first routine inspection the nursery has received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with leaders and staff and has taken that into account in her evaluation of the nursery.
- The manager showed the inspector around the premises and talked about the curriculum and the way the nursery is organised.
- The inspector observed interactions between staff and children.
- The manager and deputy manager met with the inspector to discuss leadership and management matters. The inspector looked at relevant documents provided.
- The inspector completed a joint observation with the manager.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to a number of parents and took account of their views.

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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