

# Riverside Nursery School

Great Amwell Scout HQ, 142 London Road, Ware, Hertfordshire, SG12 9NH



<b>Inspection date</b>	29 September 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- The professional development of staff is given high priority. Staff confidently talk about the positive impact training has on their practice. For example, they received training on effective outdoor environments and now provide a wealth of activities to engage and motivate those children who prefer to learn outdoors.
- The well-qualified staff have a good understanding of children's learning preferences and interests. They successfully weave each child's next steps in learning into the daily plans. They regularly observe and assess children's development. This helps children to make good progress.
- Children benefit from walks to local woodland. This allows them to have first-hand experience of seasonal changes. Children enjoy outdoor story sessions and find out about the world as staff point out the different types of birds and animals that they see.
- Staff tailor the flexible settling-in procedures to meet the needs of each child. Parents have the opportunity to stay with their children until they feel they are confident to be left. Staff give new children time and space to become familiar with the environment. Children's key persons are close by to give emotional support when children need it.

### It is not yet outstanding because:

- The staff are not always successful in gaining information from all parents about children's learning and development at home.
- Staff do not always help children to understand how they can gain information from books. Furthermore, children are not actively encouraged to look at books independently.

## What the setting needs to do to improve further

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

- explore further ways to encourage parents to provide information on children's learning and development at home
- help children to understand how they can gain information from books and find more ways to encourage children to use books independently.

### Inspection activities

- The inspector observed activities both indoors and outside.
- The inspector spoke with staff and children at appropriate times during the day and held a meeting with the provider and manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning documentation, information about the nursery's self-evaluation, evidence of the suitability of staff and a range of other documentation, including policies and procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### Inspector

Jill Hardaker

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have a secure understanding of how to recognise signs and symptoms of abuse. They understand the procedures to follow if they have a concern about a child. Recruitment and vetting procedures are robust. A thorough induction procedure ensures new staff quickly understand their role and responsibilities. Staff's practice is regularly observed by the manager. They benefit from constructive feedback at regular supervision meetings and this helps them to continually develop their practice. Self-evaluation is effectively used to drive continuous improvements. This reflects the views of parents and children, which are gained through questionnaires and daily discussions.

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

Children are motivated to learn. Areas are well resourced to build on children's interests and support their independence. Children use their imaginations as they play in the role play area. They enjoy acting out familiar household routines, such as making meals and using the vacuum cleaner. Staff promote children's mathematical development well. Children learn about weights and measures as they take part in activities. Staff set children challenges, such as asking them to work out how to make both sides of a balance scale the same. Children talk about heavy, full and less. Staff support children's developing communication and language skills well, especially those who speak English as an additional language. Staff learn key words in the children's home languages, use visual prompts and provide toys that are familiar to them. Parents say they are kept well informed of their children's progress as they have access to the online system at home.

### Personal development, behaviour and welfare are good

Children are happy and demonstrate their enjoyment at being at the nursery school. They are developing good friendships and play together well. Children benefit from fresh air while they enjoy plenty of physical exercise. They ride bikes with ease, successfully negotiating their way around the garden. Some children are highly skilled at hula hooping. They enjoying teaching other children and staff how to move their bodies with the hoop. This results in playful laughter and immense fun. Staff are very aware of the individual needs of children. They provide healthy food for snacks, ensuring any children with allergies or special diets feel included. Children are developing good independence skills. They choose which peg they want to hang their bag and coat on, helping them to be able to easily access their belongings.

### Outcomes for children are good

All children make good progress, considering their starting points and abilities. They are supported well and have many opportunities to develop early writing and mathematical skills. Children use whiteboards to make marks and early writing is emerging. Children complete complex puzzles with ease, showing their understanding of space and shape and the sequence of the alphabet. Children are developing into independent learners and are gaining the skills they need to be ready to move on to nursery and school.

## Setting details

<b>Unique reference number</b>	EY477862
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	987216
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Natasha Marcetic
<b>Registered person unique reference number</b>	RP904479
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07507058922

Riverside Nursery School was registered in 2014. The nursery school employs four members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above. The provider and one member of staff hold qualified teacher status. The nursery school opens Monday to Friday from 8.30am until 12.15pm, through school term times. It provides funded early education for two-, three- and four-year-old children. The nursery school supports children who speak English as an additional language.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

