

# Riverside Nursery

Ensign House, Juniper Drive, LONDON, SW18 1TA

## Inspection date

Previous inspection date

01/07/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff provide excellent educational programmes that ensure children participate in a balance of Montessori activities along with activities that reflect the Early Years Foundation Stage areas of learning. As a result, children are making excellent progress in their learning and development.
- Staff know the children well and methodically plan activities that are tailored to meet children's individual learning needs. This means that children learn at their own pace while being supported exceptionally well by staff who provide appropriate challenges to extend their learning effectively.
- Highly effective use of self-evaluation and continuous monitoring systems ensure the drive for continuous improvement is securely embedded in staff practice.
- Children are happy and settled. They have very good relationships with each other and staff, and as a result, the atmosphere is both calm and productive as children are purposefully engaged in play.

## 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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities throughout the nursery and outside play area.
- The inspector had discussions with parents, staff and children.
- The inspector undertook joint observations with staff and sampled children's assessment files.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and parental consent forms.

## Inspector

Josephine Geoghegan

## Full Report

### Information about the setting

Riverside Montessori Nursery is one of two nurseries owned by the provider. The nursery has been established for over 20 years and moved to the current premises in 2010 and registered again in 2012 when it became a limited company. The nursery operates from self-contained, purpose built premises in the Battersea Reach development in the London Borough of Wandsworth. Children have direct access to an enclosed outdoor play area. The nursery opens each weekday from 8am to 6pm all year round, except two weeks in August, one week at Easter, the Christmas holidays and bank holidays. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. Currently there are 96 children on roll. The setting incorporates the Montessori educational philosophy with the Early Years Foundation Stage and provides free early education for three- and four-year-olds. The setting employs 19 staff, including the manager, a cook and a cleaner. All staff who work directly with the children hold appropriate early years qualifications, including four staff who hold Montessori teaching qualifications. Additional teachers attend each week and provide sessions of ballet and French.

### What the setting needs to do to improve further

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

- extend the range of wheeled toys for younger children to use during indoor play, such as trundle trikes, buggies for dolls and push carts, to further improve children's physical development.

### Inspection judgements

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

Children are making excellent progress in all areas of learning. This is because the excellent learning environment, educational programmes and assessment procedures are used cohesively by staff to meet children's learning needs. Staff make regular observations of children during play and clearly identify their individual learning needs. Staff make assessments of children's progress which are then linked to the Early Years Foundation Stage and the Montessori principles. Key persons use this information to complete individual planning for their key children, including challenging activities that are tailored to support children's learning needs and interests. Staff teams in each group room also use their assessments to complete adult-led group session plans and whole group theme plans, which provide an exciting focus for children's learning. This variety of systems of assessment and planning are used consistently and are clearly understood by staff in all group rooms. As a result, the cycle of observation, assessment and planning is highly

effective in meeting children's individual needs.

Staff support children's learning exceptionally well. They work with children at their level at all times. Older children are developing strong independent learning skills. They freely make choices during play and help to tidy away toys after use, including sweeping up any spilt sand for example. All children respond well to the daily routines and keenly join in group times. This includes younger children enjoying familiar short stories where they join in with key words. They enthusiastically join in the actions and make good attempts to sing familiar songs with staff. Older children enjoy more detailed stories where they also learn words in Spanish. Older children also participate in French lessons with an additional teacher. These activities support the language and literacy skills of children who are learning English as an additional language, as well as helping all children to understand about different languages spoken in the community. Younger children develop their mark making skills as they use crayons on large paper in the outside play area. Older children engage in more challenging activities, which support their early writing skills. For example, they sieve the flour and write the letters of their names with their fingers. They also write letters in foam, sand and use the Montessori tools such as sand paper letters. Older children enjoy drawing and independently add their names to their drawings. These activities enable children to practise the movements that promote their early writing skills in a variety of ways.

Children develop their physical skills while using a broad range of wheeled toys and challenging climbing apparatus in the vast outside play area. Younger children enjoy using tents, tunnels and the ball pool during indoor play. However, they have fewer opportunities to use wheeled toys during indoor play that further promote their coordination and walking skills. All children join in enthusiastically to music and movement activities and develop their physical control during sessions with the ballet teacher. Babies have plenty of clear play space to move around and practise their crawling and walking skills. Children learn about the world while going on nature walks in the local area and along the River Thames for example. They learn about cultures and beliefs through well planned activities relating to a variety of cultures. Older children learn about world and talk about the continents and animals. Children paint pictures of the bugs that they have closely observed. These paintings and photos are displayed in vertical mobiles by staff who add written text of children's descriptions of their bugs. This consolidated approach to promoting children's learning is evident throughout the nursery, which is rich in displays of written words, children's creative work and photographs of children engaged a broad range of activities and Montessori education activities. In addition, children participate in exciting adult-led creative activities, such as making a giant paper-machier plane which children then paint and hang in their group room. Staff take photographs of the plane making activities and use these with children's drawings to make a book with children about their project theme of 'holidays'. Children accurately count during play. They use a variety of grading toys and shape sorters to develop their awareness of shape and size. Older children show excellent problem solving skills as they use a variety of construction sets to make symmetrical and three dimensional structures. Children are continuously supported by staff through high levels of interaction during play. For example, staff ask children lots of open ended questions which challenge their thinking and engage children in meaningful conversations, which successfully develops their language and

communication skills.

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

Children have strong relationships with staff and each other. This is clearly evident in the calm and relaxed atmosphere in all group rooms. Children are happy and freely approach staff during play. Children who are new to the nursery are continuously supported by staff during their settling in time to help them adapt to their new learning environment. The key person system is clearly embedded in staff practice, ensuring children's individual needs are met effectively. Staff work closely with parents to ensure children's daily routines are known and catered for. Staff provide parents of younger children with daily information sheets, which record all details of the day to promote consistency of care with children's individual routines. Staff also add photographs to the daily information sheets of babies to reassure these parents that their children are settled at the nursery. Staff show high regard to ensuring children's individual dietary needs are met. This includes the effective monitoring of foods used during play, such as flour and home-made play-dough, so that inclusion of all children is successful. Children enjoy a nutritious and balanced diet of cooked meals and snacks throughout the day. This includes lots of fruit and vegetables, which promotes children's healthy eating habits. Meal times are relaxed and well organised as staff and children sit and eat together in small groups, creating a family atmosphere. Staff successfully maintain high standards of hygiene practice at all times. Staff show high regard to supporting children in developing their self-care skills. This means that children confidently manage their personal care needs, such as blowing their noses and washing their hands without being prompted by staff. Children are exceptionally well behaved. They keenly follow the daily routines, help to tidy away toys after use and show consideration to others as they share and take turns during play. These attributes strongly help to prepare children to move on to school. Children show an awareness of safety, for example, as they line up and walk carefully down to the garden. They are also very well supported by staff in learning about safety in the environment, for example, they participate in regular fire drills and learn about road safety while on outings in the local community.

Excellent systems are in place to support children during times of change. This includes when they move into another group room and when they move on to school. Children benefit from the interlinking group rooms and shared outside play area so that they can easily spend their free-play time in the other areas and get to know all children and staff. In addition, children have a gradual settling in time to their new group room, enabling them to get to know their new environment and key person before they move on. Staff have established positive links with local schools and help children who are leaving to adjust to this change. For example, staff support children in developing their independence and self-care skills. They provide written reports and offer children's learning journals ready for parents to show their children's new teachers. This ensures that information about children's learning is shared effectively. In addition, staff, children and parents join together to celebrate children's success through a graduation ceremony before they leave the nursery.

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

Highly effective systems are in place to help safeguard children and promote their welfare. Staff show high regard to ensuring children are well supervised at all times. Staff show a clear awareness of the safeguarding procedures and have attended relevant training. This means they are able to take prompt action if they have any concerns regarding children's welfare. Robust methods are in place to ensure the on-going suitability of staff. This includes vetting checks and regular supervision and appraisal. Staff accurately complete all required documentation relating to the children in their care and share these with parents. Staff successfully implement a broad range of policies and procedures aimed at promoting children's welfare. For example, they ensure the medication policy is followed accurately while giving any medication requested by parents. Staff show high regard to promoting children's safety. They complete risk assessments relating to all areas of the nursery and prior to any outings. They also conduct daily safety checks and help children to learn about safety during every day routines and outings. The premises are clean, well maintained and secure. Children benefit from a well organised learning environment where they can choose resources and develop their independent learning skills. Toys and equipment are high quality and reflect all areas of learning, including Montessori resources. All group rooms have an excellent range of child sized furniture and equipment relating to the age range in each room. This means that children's physical care needs are met exceptionally well. Staff provide an excellent educational programme with well planned activities and outings that meet children's individual needs. As a result, children are happy and interested to learn and are making excellent progress in all areas of learning.

Highly effective partnerships are established with parents and other agencies. This ensures that information is shared effectively. Parents have excellent opportunities to be involved in the life of the nursery. They are invited to 'open weeks' where they can spend time with their children in the nursery and talk to their key person. Parents are also offered written reports about their children's progress and attend open evenings. In addition, staff hold coffee mornings to share information with parents and enable parents to get to know each other. Parents spoken to during the inspection state that their children are very happy at the nursery. Parents report that their children are making good progress and that 'the Montessori work is great'. Parents feel that their children settled in very well and this makes them feel confident that their children are happy at the nursery. Parents report that the staff know their children really well and cater for their children's specific dietary needs exceptionally well. All parents explain that the nursery 'is brilliant' and that they find staff very helpful and that they feel confident to approach staff, stating that they are 'very nice people'. Parents also use a comments book to share information or send emails to the manager. They report that they really enjoy the coffee mornings as they can meet other parents and see their children playing in the nursery. Parents state that their 'children have blossomed' and congratulate staff on the 'wonderful, warm and productive environment that you have created for children'. Excellent systems are in place to help to prepare children for when they move on to their next stage of learning or school. This is because staff are meticulous in their methods of assessing children's

progress and planning effectively to support children's learning and developmental needs. Staff show high regard to self-evaluation, including monitoring the educational programme. Staff work cooperatively together, attending meetings so that all share information and hold the same vision for driving improvement. They attend training courses that extend their knowledge of childcare and then report back to the staff team so that any up-to-date methods of good practice are implemented swiftly. Staff have completed an accurate and thorough self-evaluation relating to all aspects of the nursery. Staff clearly highlight their strengths and areas they plan to improve, showing a strong commitment to continuous improvement.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

## 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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

<b>Unique reference number</b>	EY455603
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	896893
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	112
<b>Number of children on roll</b>	96
<b>Name of provider</b>	Riverside Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0207 0784098

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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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