



## Little Ripley Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	228963
<b>Inspection date</b>	07 November 2006
<b>Inspector</b>	Mary Kelly
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<b>Registered person</b>	Little Ripley Day Nurseries Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Little Ripley Day Nursery opened in 1988. It operates from nine separate rooms within a converted house. It is situated near to Erdington shopping centre in Birmingham. A maximum of 60 children may attend the nursery at any one time. The nursery opens five days a week all year round except for public bank holidays. Children attend for a variety of sessions from 07.00 until 18.00. All children have access to a safe and secure outdoor play area.

In the nursery, there are currently 61 children on roll. Of these, 11 children receive funding for early education. The nursery serves families and children in the local community and surrounding areas. The setting has supported children with learning difficulties and/or disabilities but currently none attend the nursery and also supports a number of children who speak English as an additional language.

The nursery employs 18 staff. Of these, 16, including the manager, hold appropriate early years qualifications and two are working towards a qualification. The setting receives support from a teacher mentor from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn the importance of good personal hygiene through discussions and the daily routine. Self-care skills are promoted as they develop independence with regard to toileting and personal hygiene. For example, they are encouraged to wash their hands before and after snacks and meals. For the younger children, the staff adhere to the wishes of the care that the parents' have requested and the children are cared for in a routine they are familiar with. Children stay healthy because the staff follow current, appropriate health and hygiene guidelines and this helps prevent the risk of cross infection, for example, staff wear gloves and aprons when preparing snacks and serving meals.

Medication, illness and exclusion procedures are in place and well implemented with good records maintained at all times. Children's welfare is positively promoted as many of the staff hold a first aid qualification and first aid boxes are appropriately stocked, therefore in the event a child needed to be cared for after an accident, staff would be able to do this well. Documentation for accidents is stored confidentially in the children's records, however, the details of the injuries recorded contain insufficient detail and therefore do not sufficiently inform parents.

Children have their health and dietary needs met because individual needs are recorded on the documentation with parents and this information is adhered to. Children are well nourished through nutritious, freshly cooked meals that meet the dietary and cultural needs of the children. They are encouraged to try new foods and stickers are given to the children as a reward.

Children enjoy participating in physical activities in all weathers and have the opportunity to use both the indoor and outdoor environment. When outside the children use a good range of equipment to balance, climb and cycle. They move with increasing control and are able to steer skilfully as well as change direction to avoid one another.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children's safety is extremely well promoted through rigorous documentation being in place to support the excellent practice of the staff, for example, regular fire drills, well organised detailed daily written risk assessments and procedures for lost and uncollected children. Children's welfare is substantially and extremely well promoted through the staff's strong knowledge and meticulous attention with regard to safety. For example, they successfully identify any potential hazards through systematic and constant observation of all areas used by the children. This ensures that the children's safety is given high regard and they are extremely safe in all areas of the nursery. Staff ensure that regular discussions are held with

the children so that they fully understand and are able to implement procedures to keep themselves safe.

Children are cared for in a setting that has excellent systems in place in respect of security for both the indoor and outdoor environment. For example, doors are always locked, only known adults are let inside the building and fire exits are kept clear at all times. The resources are of excellent quality and purposeful for the ages of the children that attend. Children are able to make meaningful choices from the extremely wide range of resources available. Staff carry out daily checks to ensure that they comply with British Safety Standards and any broken equipment is quickly removed. Children are encouraged to be responsible for their surroundings by helping with tidying up and independence skills are highly promoted.

Children enjoy many, regular outings to local parks, farms and shops and comprehensive systems are in place to support their safety. For example, parents give their written consent prior to any trips being undertaken and there is a named driver, who has had appropriate checks, and precise detailed risk assessments are in place.

Children are significantly well protected from harm through the staff's excellent and detailed knowledge of current child protection issues. Effective training has been attended and information regarding the duty staff have to protect the children is in place. Staff have a very good understanding of the procedures to follow if they had any concerns. A thorough, detailed child protection policy is in place and fully reflects current guidelines.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children develop confidence and self-esteem through receiving praise and encouragement from the staff for their efforts and achievements. They enjoy a range of stimulating and suitable activities during free play sessions and are supported by staff asking questions to extend the learning of the children and offering ideas to extend their play. Children develop independence through timetabled opportunities that offer them free choice. Outside space is well utilised and in the warmer weather the staff bring resources outside to recreate the indoor environment to offer more stimulating activities to the children. In some of the rooms, particularly after lunch, children are not fully occupied and engaged in purposeful activities. Consequently, this limits their enjoyment and learning at these times.

Children's enjoyment and achievements at the setting are evident by colourful displays of children's art work and photographic evidence of activities such as spaghetti and jelly play, cooking, visits and outings. Planning is carried out by staff who have attended appropriate training in 'Birth to three matters' and the Curriculum guidance for the foundation stage. The plans are suitable for the ages of the children attending the nursery and are flexible to allow staff to use spontaneous activities as they arise, for example, workmen working nearby or the varying weather conditions.

### **Nursery education**

The quality of teaching and learning is good. Staff have a very good knowledge of the Curriculum guidance for the foundation stage which ensures that the children have effective learning experiences across all areas of their development. Plans are devised by the staff on a weekly basis and link into the long term planning. Observations and regular evaluations from the previous week are shared, with reference to children's attainment. Suitable activities are arranged to promote the children's progression through the stepping stones. Methods to help the children to learn are effective, they enjoy their time in the nursery, are eager to learn and given appropriate support when needed.

Children have frequent opportunities such as putting on their own coats, and going to the bathroom independently to promote their independence skills. These are extended at other times across the routine of the day. Children have time to allow them to take initiative and become self-sufficient in selecting resources and to further develop personal independence skills.

Children are very well behaved and show consideration towards others. They sit quietly at appropriate times, such as circle times and take responsibility for the care of equipment and others. Children work very well within group situations, happily share space and resources to assist with the building of relationships with their peers as they play imaginatively with telephones and message books.

During conversations, children are encouraged to ask and answer questions confidently and listen well. They use speech to explore real and imagined experiences and regularly talk about their homes and how they feel. Children develop good literacy skills, as they look at books readily and with interest. They have an awareness of the fact that print carries meaning and is read from left to right and were observed following print with their fingers.

Children develop mathematical knowledge during activities throughout the day. However, children will value extension to the use of solving simple practical mathematical ideas, such as counting out cups and chairs at routine times. Children are all very confident at counting to ten by rote and some children can count to ten using objects, for example, counting coins out of the till. They use mathematical language and include words like bigger and smaller in their vocabulary. Children have a good awareness of shape, for example, they are confidently able to say that the windows were square.

Children have a good awareness of the natural world and where they live. They grow flowering plants and tomatoes and understand where living things come from. They talk about cultures and celebrate festivals that are pertinent to the setting, this extends children's awareness of differences and understanding of the fact that people have different cultures and beliefs. Children are adept at using information and communication technology and enjoy programmes that link with topics they cover in the setting, such as the visit to the garden centre. The setting having a dedicated computer room, the children have regular access to this to improve their skills.

Children have many opportunities to explore with texture, colour and shape during well planned activities and revisit activities to hone their skills. They are given time to express their imagination in the role play area and by using creative materials.

## **Helping children make a positive contribution**

The provision is good.

Children's continuity of care is promoted through effective documentation being in place to support the good practice of the staff. This ensures that the individual needs of the children are supported effectively. There are currently no children attending with learning difficulties and/or disabilities, however staff are aware of where to access additional support if required to meet the needs of the individual children.

Children's awareness and understanding of the diverse community they live in is good. Staff support the children in gaining knowledge of a variety of cultures and beliefs and celebrate a range of festivals to support this to further extend the children's knowledge. Around the setting there are many positive images to support equality of opportunity and anti-discriminatory practice.

Children's behaviour is excellent. They have a good understanding of right and wrong as staff provide clear guidelines and are consistent in their management. Staff use appropriate behaviour management techniques, as detailed in their policy and implement these effectively. Children are encouraged to care for their resources and environment by assisting with tidying up. In the pre-school room, if the noise level gets too high the staff shake maracas and the children know that they need to listen. During activities the children share space and resources well. They interact effectively, showing consideration for others, offering and receiving support when needed.

Children's spiritual, moral, social and cultural development is fostered. Staff ensure this is carried out through a varied routine to incorporate all areas of the children's development.

The partnership with parents and carers is good. Parents are provided with induction packs, including good information about the setting and what they provide for the children. Regular newsletters, documentation displayed, as well as daily diaries for the younger children and daily verbal communication assist with ensuring children's continuity of care.

Parents are invited to share information about their child through regular discussions with staff. When children are new staff do regular observations to ensure they are aware of the starting point of the children. This helps to ensure that the setting is able to take them on to the next level in their development. Parents are given information that enables them to be informed about the Curriculum guidance for the foundation stage and staff update them on the progress of their child on a regular basis by informal meetings.

## **Organisation**

The organisation is good.

Overall children's needs are met. Effective policies and procedures are in place and the staff use these to ensure they are aware of current good practice and changes to the National Standards, this ensures that the children are cared for by suitable staff. All necessary records are available for inspection, all required documentation such as registration certificate and

public liability insurance are displayed, and a robust recruitment and selection process is in place.

The good use of the indoor and outdoor space and equipment positively impacts on the children's welfare. Effective staff deployment and the good adult to child ratios all support children's care, learning and play.

The leadership and management of the nursery education is good. The management assess its own strengths and weaknesses by observation and evaluation of their practice and use their findings to improve practice. They are committed to developing the care and education of each child and the proactive approach to training promotes this positively. They attend relevant courses to inform good practice in the setting. This is supported by staff having a good understanding of how children learn and a willingness to improve outcomes for children. Guidance is obtained from the mentor teacher and staff work together to increase their knowledge and skills to ensure this impacts effectively on the opportunities offered to the children. Staff monitor the quality of their teaching to ensure the methods used effectively challenge children and assist them in making good progress.

### **Improvements since the last inspection**

At the last inspection the nursery were asked to ensure that all children are appropriately harnessed when using high chairs, to ensure that all equipment and toys are used appropriately to create a stimulating and accessible environment for the children receiving funding and to ensure that older children have access to a range of activities and play opportunities to build on their natural curiosity. These have been met by the provider ensuring that staff use appropriate harnesses on children when using high chairs, all children now have access to a larger choice of resources to develop their all round development and children are now able to access a more enjoyable environment. This ensures that the children have a more stimulating and safe environment in which to play and learn.

### **Complaints since the last inspection**

Since April 2004, Ofsted received one complaint relating to National Standard 2: Organisation. This involved an allegation made about suitable adult to child ratios not being met. An action plan was developed and implemented by the provider to ensure ratios are met at all times. Ofsted was satisfied that by taking these steps the provider met the National Standards and remained qualified for registration at the time the investigation was closed.

The provider is required to keep a record of complaints made by the parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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The quality and standards of the nursery education are good.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that accident records contain sufficient detail of injuries sustained
- ensure that time and resources are used effectively to occupy children throughout the school day, especially times such as after lunch.

#### The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- extend opportunities for children to develop mathematical ideas and methods to solve simple practical problems and to further consolidate their learning through planned and spontaneous activities.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)