

Little Ripley

Inspection report for early years provision

Unique Reference Number	EY224723
Inspection date	10 December 2007
Inspector	Myra Lewis
Setting Address	105 Short Heath Road, Erdington, Birmingham, West Midlands, B23 6LH
Telephone number	0121 382 8881
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Registered person	Little Ripley Day Nurseries Ltd
Type of inspection	Integrated
Type of care	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.

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 is one of eight nurseries run by Little Ripley Day Nurseries Limited and was registered in 2002. It operates from a converted detached house in the Erdington area of the West Midlands. The nursery serves the local area. There is access to a large, fully enclosed garden available for outdoor play.

The nursery is registered to care for 40 children at any one time. There are currently 54 children aged from six months to five years on roll. Of these, 11 receive funding for nursery education. The setting can offer support to children with learning disabilities and/or disabilities and who speak English as an additional language.

The group opens every week day all year round. Sessions are from 07:00 until 18:00. Children attend a variety of sessions.

There are 12 members of staff who work with the children. All of whom hold relevant early years qualifications. The setting receives support 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 because the staff actively encourage appropriate health and hygiene practices. The established daily routines support children's independence and help develop their self-care skills. They are positively encouraged to wash their hands after toileting and before eating. Effective nappy changing procedures are in place to meet the individual needs of young children. Staff sustain good levels of hygiene throughout the nursery. For example, staff wear protective clothing when changing children's nappies and sanitise the changing area after each use. Therefore, the spread of infection is greatly reduced.

Children's health is effectively promoted because staff have a relevant understanding of first aid and take prompt action if children are ill or have an accident. A clear sickness policy, which complies with infection control guidelines, is shared openly with parents. All minor accidents and any medicines given to children are well documented and acknowledged by parents. A well-stocked first aid box is available and the contents of which are checked regularly. Therefore, children's health is fully protected.

Children enjoy energetic games such as throwing and catching, egg and spoon races and riding tricycles in the large garden. They develop their control and co-ordination skills as they use the climbing apparatus; they learn to use space hoppers to bounce up and down on whilst moving backwards and forwards. Therefore, children benefit from being outside in the fresh air and being active. Children are able to rest and sleep according to their individual needs. Their individual sleep requirements are discussed with parents and acknowledged by staff. Children are comforted and reassured by staff, and settle easily as they are put down to sleep. Individual sleeping bags, with Peter Rabbit and Tweenie motifs are provided which are labelled and laundered regularly.

Children are well-nourished through the regular provision of healthy meals, snacks and drinks throughout the day. Children's lunchtime meals are provided by external caterers and take account of any specific dietary requirements. Staff talk to parents about their children's known likes, dislikes and preferences. Children learn good manners and enjoy sociable mealtimes together; their independence is actively encouraged as they serve their own meals and feed themselves. However, serving dishes are not placed on suitable surfaces to prevent accidental spillages. Young babies are bottle fed appropriately, whilst older babies sit in 'bump' seats when being fed solids. Although, babies feeding dishes are not appropriately stored during mealtimes which increases the risk of cross-contamination.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a clean and well-maintained environment. They have easy access to a broad range of safe, age-appropriate toys and resources that are suitable for their purpose and meet safety standards. Staff conduct and record daily risk assessments of the building and equipment. This ensures prompt action is taken to rectify identified hazards quickly and promptly to safeguard the children in attendance.

Children are kept safe from harm through good adult supervision and clear explanations of safe practice and procedures. There are regular fire drill practises so that children know what

to do in an emergency and they understand the necessary rules in place to keep them safe. For example, children know that they have to go up and down the stairs one at a time, holding the banister and being careful not to push in case someone falls. Staff make good use of available space so that children move freely and safely around the playrooms. However, available space is not sufficiently utilised at lunchtimes to ensure all children's needs are met appropriately. Staff have a clear understanding of the settings health and safety procedures. Effective security systems monitor the safe arrival and collection of children. Children are only released into the care of persons nominated by their parents.

Children are further safeguarded because staff have a relevant understanding of their role and responsibilities with regard to child protection. They understand the importance of sharing and reporting any concerns they may have and know who to contact should they be concerned. This information is shared openly with all parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy all aspects of their play. They benefit from a broad range of stimulating activities because staff plan effectively using the 'Birth to three matters' framework and the Foundation Stage curriculum. Children form close and caring relationships with staff who get to know the children very well and their interaction is good. Staff listen to and value what children say, they talk with them about what they are doing and interact positively whilst children are playing.

Babies are happy and settled because they receive lots of individual attention from staff who spend time holding, talking and playing with them. They enjoy a range of activities which are appropriate for their age and stage of development. Their early physical skills are promoted as they begin to roll, crawl and stand up. Toddlers and Little learners also enjoy a good variety of different play opportunities and respond well to the stimulating environment. They enjoy looking at books with familiar adults, exploring different ways of painting, use their imagination dressing up, make snowman pictures using different resources and build using different construction such as Duplo. Therefore, children's overall learning is effectively supported. Displays of children's art and craft work is well-presented which helps promote children's sense of belonging and build their self-esteem positively.

Nursery Education

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage curriculum and promote the learning outcomes for children effectively. They plan a wide variety of suitable activities linked appropriately to the early learning goals. Children's progress is monitored through regular observations and assessments which are used to inform future planning. Staff are sensitive, caring and have trusting relationships with children. Although there are no children with learning disabilities there are good systems in place to support their learning needs appropriately. The learning environment is well-organised to enable children to make independent choices about their play and learning. However, weekly plans do not reflect sufficient challenges for older, more able children to maximise their learning opportunities. Staff use questions and discussion times very well to promote children's thinking and listening.

Children are eager and well motivated to learn. All are developing their confidence and will persevere with tasks. They learn to concentrate, take turns and share resources. Children's speaking and listening skills are developing well. They engage easily in conversations with adults, other children and are confident in sharing their views and in making their needs known.

They enjoy looking at books; listen attentively to stories such as 'The Gingerbread man' and join in with the refrain. Staff actively support children's understanding of letter sounds as children play. Most children attempt to write letters of their name; whilst older, more able children can recognise their own name and those of others, and write their names independently. Children use pencils and rulers to draw straight lines with growing confidence.

Children learn to count and use number confidently. They learn about size, shape and colours in their environment. Staff encourage their understanding of number through everyday situations and encourage them to count using their fingers. Children enjoy number action rhymes and songs such as "10 current buns". They can sort, match and make comparisons. Children learn about their own culture and those of other people through theme based topics and discussions with staff. They use their imagination well whilst engaged in role play and through dressing up activities. Children learn to experiment through adult-led activities. For example, they make ice cubes and use descriptive words such as cold, wet and slippery to describe how it feels to touch. Children participate in a good variety of craft activities. They paint self-portraits and make collage pictures using different craft resources. Children learn to use a variety of small tools with increasing control such as scissors, paint brushes, glue sticks and use pencils to write for a purpose. Children show a keen interest in information technology. They have easy access to the computer and develop their skills using a good range of suitable learning programmes to support their learning effectively.

Helping children make a positive contribution

The provision is good.

Children are well cared for in this friendly environment. They have equal access to all toys and resources regardless of their ability, gender or background. Children are sociable and play happily within the setting. Staff provide a range of activities to promote a positive view of the wider world and increase children's awareness of other life styles. Children's individual needs are fully discussed with parents. Any special requirements are shared openly to ensure children's specific learning needs are recognised and met sensitively. Staff work with parents and other organisations to ensure children's learning experiences are positive.

Children's spiritual, moral, social and cultural development is fostered. There are many photographs of children at play displayed around the playrooms, which helps children develop a good sense of belonging. Children learn to share, take turns and play together well. Staff act as positive role models and use simple strategies to manage children's behaviour in a way that promotes their welfare and development. Positive reward systems help reinforce children's understanding of right and wrong. Children respond well to praise and encouragement and their behaviour is good.

The partnership with parents and carers regarding nursery education is good. Children benefit from the good relationships and informal contact between their parents and staff. All parents know their child's key worker, information is shared daily between them and parents wishes respected. Relevant information is made available and there are opportunities for parents to discuss their child's progress through daily contact and parent review meetings. However, parents role in their children's learning is limited and children's starting point of learning is not clearly identified which impacts on aspects of their learning. Those parents spoken to comment on a caring and approachable staff team who provide a good standard of care for their children.

Organisation

The organisation is good.

Children benefit from being cared for in a warm and welcoming environment. They are comfortable and at ease within their surroundings. They participate in a good variety of well-planned activities. All policies and procedures required for the efficient and safe management of the provision and to promote the welfare, care and learning of children are in place and made accessible to parents. All required documentation is appropriately organised and stored securely.

The leadership and management of nursery education is good. Staff work effectively together and plan a range of interesting and stimulating activities to help children make good progress towards the early learning goals. Staff meet regularly to discuss relevant issues with senior managers and to share good practice. The manager and staff are fully committed to the ongoing improvement of the setting and welcome the support from the local authority advisory teacher who works closely with staff to further develop the programme for nursery education.

Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Care

At the last inspection the provider was required to: ensure sufficient play space is provided for younger children to play freely; ensure children have equal access to resources and activities; provide children with easy access to fresh drinking water; review risk assessments, behaviour management strategies and medication records.

In response to the recommendations made the provider has obtained written consent from parents for seeking emergency medical advice or treatment; provided water jugs and cups in each room; extended the range of positive images resources, for example, puzzles, dressing up clothes, small world people and books; introduced daily risk assessment check lists for each area of the nursery which are monitored by senior staff and implemented a new behaviour management policy.

Nursery Education.

At the last inspection of nursery education the provider was required to; improve staff's knowledge of the early learning goals and behaviour management; review and improve planning, assessments and evaluation of the nursery education programme ensuring activities provide sufficient challenges for older, more able children; fully utilise daily routines to improve the learning opportunities for children in communication, language and literacy and mathematical development.

In response to the key issues raised the provider has worked with a local authority partnership advisor to review planning of the nursery education programme. Staff use the early years guidance as a resource and one member of staff has attended relevant training. Staff link plans to the Foundation Stage curriculum using their own system to plan, assess, monitor and evaluate children's learning. Information gained is used to inform future planning and activities are adapted to provide challenges for older, more able children.

Daily routines are used more purposely to support children's learning. In particular with regard to communication, language and literacy and mathematic development. A self-registration system is used where children find their named self-portrait picture on arrival, children have more opportunities to count as they help count the number of children going outside to play. Staff use regular opportunities to talk to the children about numbers and letter sounds as they play independently and in adult-led activities.

Parents and staff share information about their children's learning on a daily basis. A parent's progress sheet can be requested to provide additional written information on their child's progress.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any further action to meet the national standards. The provider is required to keep a record of complaints made by parents which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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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 children's meals are served from safe and suitable surfaces to minimise risks of spillages and the spread of cross-infection
- make better use of available space at lunchtimes to ensure the individual needs of all children are met.

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):

- make sure children's starting point of learning is clearly identified and further develop parents role in their children's learning
- further develop planning so that sufficient challenges for the older, more able children are clearly identified.

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