



## Little Ripley Day Nursery

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 229078  |
| <b>Inspection date</b>         | 11 December 2006  |
| <b>Inspector</b>               | Shirley Delaney   |
| <b>Setting Address</b>         | 268 Kingsbury Road, Erdington, Birmingham, West Midlands, B24 8RB |
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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 satisfactory. 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 Nursery is a privately owned setting which opened in 1994. It is one of the eight nurseries run by a private individual. It operates from a converted residential property, situated in a residential area close to retail businesses, in Erdington, Birmingham. A maximum of 40 children may attend the nursery at any one time. The Nursery is open each weekday from 07.00 to 18.00, except for bank holidays. All children share access to a secure enclosed outdoor play area.

In the nursery, there are currently 45 children on roll. Of these, 14 children receive funding for early education. The nursery serves families and children in the local community and surrounding areas. The setting currently supports a number of children who speak English as an additional language.

The Nursery employs 12 staff. Of these, 11 including the manager hold appropriate early years qualifications and 1 is 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 satisfactory.

Children are provided with a healthy diet. Consideration has been given to providing them with a range of healthy meals, snacks and drinks. They benefit from nutritious meals cooked fresh on the premises and are offered alternatives and choices at mealtimes. For example, children who do not like the pudding are given a choice of fruit. Children's dietary needs are known to staff and children who have vegetarian diets and exclusions from diets because of health needs have their needs met appropriately. Older children are becoming aware that a healthy diet contributes to their general health through discussion with staff about food which is good for them. They say that eating their dinner makes their muscles strong. Their interest in healthy food is further nurtured through inclusion in tasks such as planting and growing sweet corn.

Children's health is generally promoted, as the staff implement the health and hygiene procedures in place, such as wearing gloves and aprons when completing nappy changes and cleaning the mat. Older children are learning about some aspects of good hygiene, as they are reminded by staff to flush the toilet. However, good habits are not always reinforced as on occasion children are not reminded to wash their hands before eating.

Children are learning about the importance of a healthy lifestyle through taking part in regular physical play opportunities. They have good access to a range of toys for throwing, catching, peddling, pulling and pushing when using equipment such as bikes, trucks, pushchairs, balls and hoops in the outdoor play space. They also have opportunities to practise their skills in climbing and balancing when using the large equipment on the grassed area. Young children rest and sleep according to their needs promoting their well being. Older children develop an understanding of caring for themselves. They talk about needing their hoods up if they go outside in the rain and gloves if it is cold.

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

The provision is satisfactory.

Children are learning about aspects of personal safety through discussions with staff about safe practices. For example, staff remind older children about not running along the corridor when accessing the bathroom facilities, and walking calmly through the 'Tweenies' room, discussing with them that they may hurt themselves or someone else. Staff help children to think about consequences of their actions when they ask children questions such as what could happen if they continue to rock on their chair; and children are aware of the dangers as they reply that they might bang their head on the table. This reinforces and develops children's awareness of safe practices.

Children mostly benefit from being cared for in secure premises where some attention is paid to promoting security and supervision of the children. Parents gain access via the intercom system once their identity is established and visitors to the premises have to be allowed access by a member staff to gain entry. However, care is not always taken to ensure that visitors are asked to sign the visitor's book. As a consequence children's safety is not vigorously promoted.

Children's safety is considered as toys are chosen with care and attention is given maintaining toys and resources in safe condition. Staff in each room complete checks within their area and report any concerns. Routine checks of the outdoor area are also conducted. The manager holds responsibility for the completion of risk assessments covering other areas of the building. However, the checks are not comprehensive and do not always identify all risks. As a consequence there are on occasion hazards accessible to children.

Children's welfare is promoted as staff have a clear understanding of their role in relation to child protection. They know who to report their concerns to and procedures to be followed when referring concerns to external agencies. Child protection referral information is on display around the nursery for staff and parents attention.

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

The provision is satisfactory.

Children benefit from interaction with the staff, who assist the children and largely support their play and learning effectively. Younger children are given freedom to explore and make choices, alongside structured and organised activities. Staff working with the younger children are becoming familiar with the 'Birth to three matters' framework. The staff who have completed recent training share their knowledge and awareness with other staff working with children aged under 3 years. However, they are not all secure in their understanding of how to implement the 'Birth to three matters' framework to ensure that children receive the optimum range of play experiences and opportunities.

Children separate well from their parents and carers on arrival at the nursery and settle into the routine of the day. Staff are supportive to children and help them to develop a sense of belonging through developing their awareness of the established routines. Children develop a sense of trust and security as they are looked after by key members of staff. The key worker system helps staff to learn about the particular needs of each child, within their key work group.

Young children are developing language skills as the staff interact with children in their play asking them questions and listening carefully to their responses. They are keen to listen to stories either individually or as a small group. Young children will take an active part in sharing the book, joining in and making the sound of the animals in the book, talking about the colours of the animals and making the sounds that the animals make. They join in races and games in the outdoor play area enthusiastically, with staff interaction and support.

Funded education.

The quality of teaching and learning is good and children are making good progress towards the early learning goals. The deputy manager has the main responsibility of the task of

formulating plans for children's learning. Plans completed are linked to stepping stones and early learning goals. The other member of staff working directly with pre-school children is new to the group but is becoming increasingly involved in discussions and decisions made about plans and organisation of activities. The staff working with pre-school children both demonstrate a clear knowledge of the 'Foundation Stage'. They complete evaluations of activities and conduct observations of the children which they use to inform assessments, in order to ensure that each child is progressing in all areas of learning. However, plans do not clearly demonstrate the learning intentions of identified activities and they are not differentiated to identify how they target the differing needs of the children. As a consequence they do not fully support children being sufficiently challenged in their learning.

Children have access to books which they learn to handle with care. They learn about life cycles and as they are given opportunities such as observing tadpoles as they grow and develop. Children have opportunities to explore features of the local environment such as visits to the local park, where they are able to develop an interest in the natural world. For example when they collect leaves and conkers in autumn. Their interest in nature is further promoted through opportunities to grow plants such as sunflowers. Children enjoy using the computer and will wait their turn to have a go. They demonstrate skill with use of the mouse and become increasingly familiar with the equipment and programmes available.

Children have opportunities to use their senses through access to play materials such as sand, water, play dough and pasta play. Children use their imagination, for example when acting out the role of parents and care for dolls. They talk about the 'baby' being too heavy to carry because they are going for a long walk and carefully strap the doll into a pushchair. Children learn to recognise numbers through the daily routine as these are regularly used at group times. They are introduced to word sounds through the use of jolly phonics and demonstrate real enthusiasm and enjoyment as they recognise the letters and sounds.

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

The provision is satisfactory.

Children are aware of the routine and know what is expected of them; for example, young children are learning to help to tidy up toys after they have finished playing. Some of the children are familiar with the tidy up song, 'Now it's time to tidy up, tidy all the toys away', which they sing alongside the staff as they tidy up. Their independence is encouraged through taking on small tasks and responsibilities, such as handing out drinks at snack times and passing the tub of knives and forks along the table and selecting their own. Older children sit as a group when requested, such as at story times and quickly form a line, when asked to line up in preparation for going to the toilet at routine times or when going outside. Children are developing an understanding of right and wrong through the consistent messages they receive to share, be kind and co-operate with one another, their confidence and self-esteem is well fostered. They receive praise for their efforts, achievements, when they are being helpful and for displaying kindness to other children, as the staff tell children 'that's fantastic', 'aren't you good', 'very well done'. Children's spiritual, moral, social and cultural development is appropriately fostered

Children's individual needs are met. Staff caring for children are made fully aware of children's individual needs and requirements. Children have access to a suitable range of resources and activities that promote positive images of disability, race, culture and religion. They gain an understanding of their own culture and religions as well as those of others. For example, joining in a range of activities and celebrations associated with Christmas and Easter and taking part in activities to acknowledge Chinese New Year such as tasting Chinese food, making dragon masks and doing Chinese writing. Children have opportunities to compare aspects of their home life with that of others and for staff to offer explanations in respect of the world around them. They develop an awareness of the local community through trips in the local area, such as visiting the local park and a field both of which are within walking distance of the nursery. Children also have opportunities to take part in outings in the wider community such as taking part in an organised trip to the Botanical gardens.

Partnership with parents and carers is good. Home links are promoted through events such as taking home-work books, home and parents inclusion in events such as attending fun days and accompanying children on trips. Parents have good access to information regarding policies and procedures; and they are able to share information about their child. There are good processes in place to keep parents well informed about the learning programme. Parents are aware of the activities children are involved in and the range of experiences available to them, through verbal information shared by staff and written information on daily plans. They are kept informed of the progress their child makes in the group through reading progress reports which they are able to comment on. This promotes consistency of care for the children with regard to their learning and development.

## **Organisation**

The organisation is satisfactory.

The provision meets the needs of the range of children for whom it provides. Documentation is generally well organised and stored securely. Policies and procedures underpinning the care provided in the group are in place and required documentation is in place including, staff, parents and children's information. The organisation of the pre-school room provides children with space and opportunities to explore and investigate their environment. Procedures are in place to identify staff training needs, offer staff support and provide both regular in-house training and access to external training courses.

The leadership and management is good. The management works alongside the staff in a supervisory role and generally supports staff by providing resources, guidance, putting forward ideas and through staff evaluation at appraisals. The management has confidence in the staff ability to progress the learning plan and enable children to work successfully towards achieving the early learning goals. In order to improve the quality and standard of the nursery education, support has been sought from external agencies.

## **Improvements since the last inspection**

At the previous inspection, the provider was asked to: improve the accuracy of the register; ensure that the allocation of staff in the baby room provides children with consistency of contact and continuity of care; improve the practice of observing and recording what children

under-three do in order to plan the next steps in their learning and play; review the risk assessment with regards to use of a heater in the bathroom and supervision of children when having access to the bathroom; obtain parents signatures on medical records to acknowledge when medication has been administered; and update the child protection procedures.

Since the last inspection the registers of attendance have been organised to ensure that in each room staff record children's arrival and departure times, as a result children's welfare is promoted further. There is a stable staff team allocated to the baby room which has improved continuity of care for the babies and results in babies being more relaxed and secure. Staff make observations and use birth to three assessment records, however they are still in the process of becoming familiar with the 'Birth to three matters' framework and therefore this is still an area for improvement. The heater previously used in the bathroom is no longer used as the heating system has been updated. Care is taken that parents sign to acknowledge that medication has been administered to children and the child protection procedure has been updated. This action taken promotes children's care and welfare more effectively.

At the previous education funded inspection the provision had two recommendations to improve practice: increase the range of activities that enhance children's creativity and the opportunities for children to access a range of creative materials, freely and independently to build, construct and mould of their own design; and improve staff's accessibility to relevant training, to assist in providing children with a more varied range of experiences, adapt the learning environment to provide children with increased independence and choice and for staff to use a wider range of teaching strategies to assist children's development. Action was taken to provide children with greater access to resources. They now access a wide range of creative materials, which they use to create of their own design; and have increased freedom to make choices from a wide range of resources, enabling children to develop independence and providing them with increased opportunities to direct their own learning.

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

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order 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.

### **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 satisfactory. 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 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):

- further develop children's knowledge and understanding healthy habits and bathroom routines
- update risk assessments completed to ensure risks are identified and action is taken to minimise hazards
- improve systems for recording visitors to the premises
- increase staff awareness of the 'Birth to three matters' framework to further promote the experiences and opportunities available to young children and enhance their development.

### **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):

- improve plans for children's learning by clearly identifying the learning intentions of planned focus activities; and demonstrate how plans are differentiated to reflect the needs of the children, to enable older and more able children to be provided with sufficient challenge.

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)