



## Little Ripley Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	228962
<b>Inspection date</b>	07 December 2006
<b>Inspector</b>	Karen Cooper
<b>Setting Address</b>	28 Oscott School Lane, Great Barr, Birmingham, West Midlands, B44 9AE
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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 in Oscott School Lane is part of a chain of eight day nurseries. It opened in 1990 and operates from converted premises which are situated in the Great Barr area of Birmingham. On the ground floor there are four rooms that accommodate children over two years. The first floor has three rooms that accommodate children under two years. The nursery serves a wide catchment area.

There are currently 73 children from 0 to 5 years on roll. Of these, 18 children receive funding for early education. The nursery supports children with learning difficulties and/or disabilities. Children attend for a variety of sessions.

The nursery is open five days a week all year round. Sessions are from 07:00 to 18:00.

The nursery employs 19 members of staff. The majority of whom hold an appropriate early years qualification to NVQ Level 2 or 3. Two members of staff are currently working towards a relevant childcare qualification. The nursery receives support from a teacher mentor from the local authority and is currently working towards a Quality Assurance Scheme.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is safeguarded as a good standard of hygiene is maintained throughout the nursery and the risk of cross contamination is minimised. For example, staff wear gloves when changing nappies, aprons when serving food and provides separate flannels for children. Effective practices are in place that support children's personal hygiene and children have a clear understanding of why they must wash their hands after using the toilet and before eating. There are good arrangements in place to care for children in the event of illness. If children become ill during the session, the staff ensures that they are comfortable and cared for sensitively while waiting to be collected by parents. Staff are trained in administering first aid and the appropriate documentation is maintained regarding the administration of medication and accidents, which supports children's well-being.

Children's health is promoted by a wholesome, nutritious and balanced diet. Meals are freshly prepared and menus are produced to give parents information about meal choices. Children are encouraged to enjoy food and understand why some foods are healthy and others are not. Meal times are relaxed social occasions when children and staff sit together around the table to enjoy their food and each others company. Children are provided with regular drinks and jugs of juice are always available.

Babies are learning to acquire physical skills such as crawling, climbing and balance because they have regular access to a good range of soft play apparatus, toys and resources which help to promote their development. Older children are provided with good opportunities to make progress in their physical development and enjoy a wide range of indoor and outdoor activities on a daily basis to help them develop their physical skills. For example, they improve their awareness of outdoor space as they use push-a-longs, pedal cars and eagerly join in organised activities such as, the penguin game. This helps children develop confidence to move their bodies with control in various ways. Through planned activities and topics children are helped to understand that exercise helps them to stay healthy.

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

The provision is satisfactory.

Children play, eat and rest in well-maintained premises and benefit from a range of good quality toys, furniture and resources which meet their needs. Equipment is kept clean and is regularly checked for safety. Indoor and outdoor space is used effectively, creating a child friendly environment and toys and resources are well organised to encourage independent access.

Children can move around the available space freely and safely as the staff have identified and addressed potential risks indoors and outdoors to ensure their safety at all times. For example, the entrance door is fitted with an intercom, the outdoor area is fully enclosed and the good deployment of staff ensures that the children are supervised at all times. Effective security systems ensure that children are unable to leave the premises unsupervised and there are clear procedures to ensure only authorised people collect the children. For example, passwords are used when necessary for extra protection. Thorough procedures are in place to ensure children are safe when on outings. Written consent is obtained from parents and staff take appropriate information with them including contact numbers in the case of an accident or an emergency. Children are beginning to learn about their own safety through discussion and explanation. They gain a good understanding of how to keep themselves safe in the event of a fire and regularly practise emergency evacuation procedures to ensure they are aware of where to go to stay safe.

Children's welfare is safeguarded because staff have a good understanding of child protection procedures which they ensure are shared with parents. They are aware of signs and symptoms of possible abuse and know the appropriate procedures to follow should they have a concern about a child. The nursery has all of the required documentation in place however, not all staff are aware of procedures to follow with regard to an allegation of abuse being made against them.

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

The provision is good.

Children are well settled, enjoy their time at the nursery and are helped to achieve. Staff know the children very well and relationships are good. The children are sociable and close and caring relationships with staff increase their sense of trust and help them develop a strong sense of belonging. This enables the children to make progress in their personal, social and emotional development. The children know the routines and are keen to join in with the activities. Staff are aware of the 'Birth to three matters' framework and use it effectively to support younger children's learning.

Staff respond with genuine interest to children's questions and general conversations about their homes and families. Younger children play with a wide variety of toys and join in activities that stimulate their learning and development. They explore the texture of play dough as they roll it out and competently use cutters to make shapes. Babies move around the floor selecting what they wish to play with, whilst others sit contently tapping at objects on a play gym. When playing outdoors children move around the outdoor space with confidence, they negotiate obstacles well and avoid each other when using push-a-long toys, demonstrating their excitement squealing with delight.

### **Nursery Education**

The quality of teaching and learning is good. Staff demonstrate a good understanding of the Foundation Stage curriculum and plans a well-balanced programme of interesting activities which cover all areas of learning. The children are interested, excited and motivated to learn. Although, the role play area is not used to its full advantage to develop children's imagination.

Staff meet each week to plan activities around children's learning needs. Plans reflect how themes and topics are linked into the different activities to reinforce children's understanding. For example, stories, songs and crafts are based on the winter theme. Staff work well as a team and are very calm, patient and tolerant. They have good, trusting relationships with children and manage children's behaviour well. Children are encouraged to resolve disputes and staff use positive behaviour strategies such as explanation and praise.

Regular observations are carried out on each child's capabilities. However, the children's progress towards the six areas of learning is not sufficiently recorded to make sure they are moving forward in their learning. There are appropriate systems in place to support children with learning difficulties and/or disabilities and staff have developed good relationships with support workers so all children are included in all aspects of nursery life.

Children separate well from parents and carers and play happily. They have formed good relationships with each other and understand right from wrong, share and take turns when using stencils and the computer. They are keen to participate in activities and show good concentration when making Christmas streamers. They confidently express their needs and manage their self-care well when attending the bathroom and staff provide many opportunities for them to develop their self-help skills. For example, captains are chosen to follow the daily routine of serving snacks at snack time. Children regularly take part in activities that raise their awareness of the similarities and differences of others and have access to a range of resources that promote a positive view of the wider world.

Most children are confident and fluent speakers and engage easily in conversation. They have daily opportunities to practise their mark-making skills and with adult support they are developing an understanding of sounds and letters as they identify their names at registration and snack time. They eagerly join in with familiar nursery rhymes and actions such as, the five little snowmen. During registration time the children talk confidently about things they have done at home or previously at nursery and freely use descriptive vocabulary such as 'silhouette' when joining in a matching game. Children enjoy looking at books alone and listen with interest to group stories such as the Christmas tree, which is linked to the current theme.

Children develop mathematical skills through both planned and spontaneous activities. They confidently count the days of the week and beyond when counting each other during an organised group game. Staff use appropriate mathematical language to reinforce children's understanding. For example, giving children instructions to follow such as, in front and behind when joining in a penguin chasing game. Children enjoy many activities that explore shape and size and can match and sequence lotto cards with good hand and eye co-ordination.

Children have a sense of place and talk about significant events in their lives, such as watching Snow White on ice. They are keen and interested in information technology and have good opportunities to use the computer. They are able to navigate around the learning programme using the mouse with increasing control.

Through planned topics, such as 'All about me' the children learn about changes that happen to their bodies. They are developing skill in control and co-ordination when using small tools and large equipment. For example glue spreaders, paint brushes and push-a-longs. They show

an awareness of space for themselves and others when joining in organised outdoor games and can adjust their speed well when chasing each other.

Regular opportunities are provided for the children to be creative through activities such as, cooking, painting, sand, water and collage. Crayons and pencils are freely accessible to encourage children to express their ideas. Planned music sessions provide opportunities for children to be creative through dancing and listening to simple instructions using an audio tape. However, there are missed opportunities in the role-play area to allow children to express themselves through imaginative play.

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

The provision is good.

Children are learning to respect diversity within their immediate and wider community through planned and spontaneous activities toys and resources such as dolls, figures, books and puzzles. They take part in celebrations of different festivals from around the world for example Chinese New Year and have tasted food from other cultures. The nursery welcomes children with learning difficulties and/or disabilities and ensures that all children can access and participate in all activities offered. Staff involves parents and liaises with outside agencies where necessary to learn the best strategies to help a child make progress in their development.

The children are well settled, confident, sociable and secure. They respond positively to the staff who ensures behaviour is managed with the use of praise and explanation. Children are encouraged to show consideration for others and are helpful when it is time to tidy up. Younger children are well settled into the daily routine and are happy and eager to learn. Older children are confident, independent and self reliant as they choose activities. Children are listened to and the staff value what they say, which helps them to feel good about themselves and ensures that their spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers of funded children is good. This ensures that children are happy and confident during their time at the nursery. Staff operate an open door policy to encourage parents to come into the nursery and encourages children to take completed work home to ensure they are involved in their children's learning. Staff keep parents informed about their child's progress through discussion, diaries and scrapbooks and parents are provided with clear information about the setting through, a prospectus, regular newsletters and displays.

### **Organisation**

The organisation is good.

Staffs have a secure knowledge and understanding of the early learning goals and ensure their skills and knowledge is updated by regularly attending relevant training courses. Recruitment and vetting procedures ensures children are cared for by suitable staff. Good relationships have been formed and staff work well as a team. The grouping of children positively supports children's learning and play and the staff are well deployed to ensure they are well supervised.

The overall organisation of the nursery ensures that children's needs are effectively met and that they are able to safely and independently access all available areas. All legally required

policies and procedures are in place. Documentation is well organised, regularly reviewed and shared with parents. Children's personal information is stored securely, which helps to maintain confidentiality.

Leadership and management of the nursery is good. This contributes to children making good progress towards the early learning goals. The management is committed to continued improvement and welcomes support from other agencies, including the support of a teacher mentor from the local authority. Staff have a clear view of the strengths and areas for improvement of the nursery and are committed to improving the care and education of the children. Overall the provision meets the needs of the range of children for whom it provides.

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

At the last inspection the provider was asked to; review the current mealtime routines to ensure good hygiene practice is observed and improve the methods to record medicines. Children's health is safeguarded as a good standard of hygiene is maintained throughout the nursery and the risk of cross contamination is minimised. For example, all food is disposed appropriately and staff wear aprons when serving food. Children's well-being is protected because the appropriate documentation is maintained regarding the administration of medication and staff ensures it is shared with parents.

Satisfactory progress has been made since the last inspection of nursery education. The nursery was required to devise a format for the assessment of children's progress towards the early learning goals and improve opportunities for child initiated learning.

The staff have worked with the local authority advisory teacher to improve assessments although, this is still an area that requires further development. Staff are aware of the Foundation Stage curriculum and 'Birth to three matters' framework and uses both effectively to extend the children's learning. The nursery is organised creatively so children can choose to access areas and resources offering different activities to extend their play and develop their independence.

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

Since the last inspection there has been two complaints made to Ofsted that require the provider to take action in order to meet the National Standards.

Concerns were raised regarding inappropriate staffing ratios; failure to provide suitable seating for babies; hygiene practice in relation to nappy changing and communications with the registered provider. These concerns relate to National Standard 2: Organisation, National Standard 5: Equipment, National Standard 7: Health and National Standard 12: Working with Parents and Carers. Ofsted made an unannounced visit to the setting and the inspector raised one action, to ensure records of staff attendance are accurate and times of attendance are recorded by all staff. Ofsted is satisfied that the registered person has taken appropriate steps to address the concern, and the provider remains qualified for registration.

Concerns were raised about accidents and incident procedures and parents not being informed. These concerns relate to National Standard 6: Safety, National Standard 7: Health, National

Standard 12: Working in partnership with parents and carers and National Standard 13: Child protection.

In order to investigate these concerns a Childcare Inspector visited the provider unannounced. During the visit the inspector interviewed the provider, made observations and reviewed policies and procedures. As a result of the enquiries made and evidence gathered, a Childcare Inspector and Team Manager is satisfied appropriate policies and procedures are in place and that the National Standards are being met with regard to Health and Child Protection. However, two actions were set; one under National Standard 6, to ensure that the system for managing access to the premises is effective, is used and keeps a record of visitors and one action under National Standard 12, to ensure a record of all complaints is maintained including the outcome and action that was taken as a result of each complaint. The provider is required to have addressed these actions within a set timeframe and Ofsted will monitor the Provider's response. Ofsted can confirm that the provider remains qualified for registration.

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 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 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):

- develop staff's knowledge and understanding of child protection procedures with regard to allegations of abuse being made against them

#### **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):

- provide children with more challenges and opportunities to develop their imagination and improve procedures to assess the progress they are making towards the early learning goals.



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