

The Little Ripley Day Nursery

Inspection report for early years provision

Unique Reference Number	EY343491
Inspection date	04 June 2007
Inspector	Jennifer Turner
Setting Address	2 Goldieslie Road, SUTTON COLDFIELD, West Midlands, B73 5PQ
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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?

The Little Ripley Day Nursery registered in 2006. It is situated in a large detached converted house in Sutton Coldfield, West Midlands and is one of a chain of nurseries in the area. The setting serves the local and surrounding areas. The children have access to a secure outdoor play area.

The nursery is open all year, except for bank holidays; opening times are from 07:00 until 18:00. The setting is registered to care for a maximum of 32 children at any one time and there are currently 48 children on roll. Six children receive funding for nursery education.

There are 10 staff employed to work with the children of whom seven hold a relevant early years qualification to level three. Two staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene routines very well with the support of the staff. Younger children chat as they have their nappies changed, learning about keeping clean and observing the good example set by the staff. Toddlers are offered appropriate support and encouragement whilst potty training and older children become independent very quickly, only needing occasional gentle reminders to wash their hands. They know that "germs will make you sick". Children are generally well protected from infection because staff are well informed about health care matters. However, the storage of children's tooth brushes is likely to compromise their health. Comprehensive policies are in place and these are all available to parents, for example health and safety policy including information about infectious diseases. Children are cared for very well if they have an accident or become ill as all staff are first aid trained. They ensure parents are always well informed about any accidents during the day as there are procedures in place, for them to acknowledge the entries. Effective medication policies are in place ensuring medication is stored and administered safely.

Children benefit from a very healthy diet. They look forward to lunch time as they discuss the food they are having for lunch and how to keep their bodies fit and healthy. This is reinforced with activities such as exploring the healthy food eaten in the story of the ' Hungry Caterpillar'. They confidently choose fruits at snack time such as bananas, apples and oranges and drinks at snack time. Younger children are offered drinks from their beakers regularly and older children help themselves to water. Children enjoy chatting to friends and staff at meal times, with older children sitting and organising their own table and helping to clear away. Parents are always consulted regarding dietary needs and preferences and the menu is always displayed for them to see.

Children's individual needs regarding sleep and rest are met very well, for example younger children are able to go for a sleep and have their meals when they wake. Children are comfortable on beds with individual clean bedding provided for them. Children sleep safely with close staff supervision and regular checking, which is recorded and shared with parents.

Children enjoy a very wide range of energetic physical activities both indoors and outdoors that contribute to their health and well-being. The children benefit from having opportunities to play in the garden within a small group of a similar age, and playing within a mixed age group. Children enjoy their physical play and are allowed to try new things and practise learned skills, such as peddling or using the scooters, with the encouragement and support of staff. This coupled with the staff's good understanding of the importance of exercise, aids children's growing confidence and physical co-ordination. However, the opportunities for children to develop their skills in climbing and balancing is impinged because of the lack of equipment available to them.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for very well in a clean, secure, well-maintained environment. They are very comfortable within the effective boundaries set by staff for safety, for example, waiting for each other to go down the stairs, or wearing sun protection creams when they play outdoors. Children have easy access to a very wide range of appropriate, well-maintained equipment at

child height, encouraging independent choice. They learn to care for equipment well, helping to tidy up and put toys in the correct storage boxes. Risk assessments are completed for the building, outdoor play area and activities, as well as how the children are kept safe when they visit places of interest; assessments are reviewed regularly.

Children are safe because comprehensive vetting and induction procedures are in place for all staff, students and volunteers. Very good security ensures that all visitors are monitored and recorded and accurate registers are kept. Children develop a good awareness of safety issues as they practise fire evacuation. Fire safety equipment and electrical equipment are checked regularly.

Children are protected from abuse or neglect because staff have attended training and appropriate policies and procedures are in place. Senior staff take a lead role for child protection and all staff are fully aware of the types of abuse and the signs to look for. Parents are aware that staff put the children first and they have access to the Local Safeguarding Children Board procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children clearly enjoy being at the setting, and eagerly take part in the varied, stimulating and practical activities provided for their learning and enjoyment. There is a warm and caring atmosphere where children feel genuinely valued. They initiate their own play and develop this to include ideas and subjects they have learned about, for example, 'foods that are good for you'. Children achieve well because staff plan effective activities and have a good understanding of the Curriculum guidance for the foundation stage and the 'Birth to three matters' framework, they use this to ensure they suitably challenge individual children. Babies and younger children receive lots of cuddles and have a strong bond with their key worker which increases their sense of well-being. They benefit from routines which are consistent with their experiences at home. They enjoy the textures of natural materials and a good range of creative play which includes painting and printing. Babies develop early communication skills as staff respond to their sounds during play.

On arrival children are happy and eager to participate. Staff's sensitivity towards children's individuality and needs ensures that new or anxious children are skilfully settled and happy to remain. Also, the setting's policy of encouraging parents to attend initial sessions with their children allows them to become accustomed to the environment and staff. The consistent, warm and caring relationships developed by staff foster the children's trust and sense of well-being. These relationships result in good adult-child interactions, which in turn help to promote the development of early communication skills. The relaxed and child-friendly environment allows children to make confident choices and they are absorbed and very happy in their play.

Nursery Education

The quality of teaching and learning is good. Staff have a good understanding of the Curriculum guidance for the foundation stage and the early learning goals. There are systems in place for planning, evaluation and assessment. Staff gather evidence of children's personal care, however, insufficient information is gathered from parents regarding children's starting points, also the planning and delivery of the curriculum is not evaluated effectively to assist in planning for

the children's next step. Staff ensure that activities are extended or adapted for the more or less able children to ensure they benefit from the full range of the curriculum.

Staff encourage children to reflect and problem solve as they give children time to talk and think about what they are doing. This helps children to learn new skills, concentrate, and gives staff the opportunity to find out what children know and understand. Staff make effective use of time and resources. They provide an inviting environment which is organised to enable children to be independent and take initiative as they choose activities and select resources for themselves.

Children enjoy and choose from a good range of appropriate resources and activities. They have the confidence and abilities to initiate their own play and do so with ease as they move around their play room selecting what they want to play with. Children begin to make sense of the world and express their ideas as they join in a wide range of exploratory and sensory experiences. For example, they enjoy the texture of flour when mixed with water to make play dough and handling papier-mâché and junk materials as they create models of their own interpretations of tractors or spider man.

All children are eager to learn because of the stimulating environment provided for them. Children use the computer confidently. They click and drag the mouse as they manoeuvre around the 'Pepper pig' computer programmes such as matching picture pairs and take pride in printing off their own designs. They sit patiently, listening intently to various stories, and confidently participate in group discussions and answering questions asked by the reader. They relate the story of a dog, 'Toffee's new friend' to talk about their own pets. They are able to recall events in their lives and details that interest them and they laugh with amusement when a staff member tells them a story about the adventure of her pink elephant. When she tells them that her pink elephant snores one child tells her, "that makes me laugh". Children play co-operatively in groups and are learning to speak in turn and listen to others.

Children access an extensive range of good resources, which support their learning across all of the six areas of learning. They are keen to be involved in the very good variety of activities that meet their needs. Children are self assured, eager to learn and enjoy the challenge of new experiences, for example, handling and observing how the sand and flour changes when water is added. They talk about it being 'gooey' and 'sticky'. All three-year-olds use mark making to represent their ideas and older children are becoming confident in attempting to write their own names independently or by following dots made by staff to outline their names or shapes. Pencil control is developing well with daily practise in a variety of ways, for example, they write simple sentences about the events of the 'Hungry Caterpillar' and attempt to write notes to each other or shopping lists.

Children count and are learning to recognise numerals to five. More able children confidently use these skills with purpose in their play by counting objects and learning numerals towards ten and beyond. They count how many children are present when they line up for outdoor play or how many are at the lunch table. However, staff do not always take opportunities that arise during day-to-day activities, to extend children's mathematical vocabulary and skills to calculate and solve simple number problems during practical activities.

Children enjoy imaginative play and have opportunities to role-play, whilst acting out events such as pretending to be doctors or nurses as they use a stethoscope to listen to each others heart beat. They look forward to the music sessions with the music man and children enjoy singing and playing with the wide range of musical instruments. Children enjoy physical play

which is available to them daily. They can ride bikes and scooters and operate smaller equipment such as rolling pins, pencil sharpeners, rulers and scissors. However, opportunities for them to use larger apparatus to increase their skills in climbing and balancing are limited.

Helping children make a positive contribution

The provision is good.

Children are very highly valued as individuals. They develop very positive attitudes to others following the effective example set by all the staff. They learn about their local community and the wider world through interesting projects, for example celebrating festivals and food tasting. Children have access to a broad range of play resources, pictures and posters that show positive images of culture, ethnicity, gender and disability.

Children's individual needs are met effectively, with staff knowing the children and their families very well and constantly exchanging information with parents. The grouping of the children during the daily routine and the very good key worker system ensures accurate recording of each child's progress and achievements. Staff have experience of children with special educational needs and there are very effective arrangements in place to meet their needs. Children are encouraged by staff to resolve their own differences and to take turns and share, ensuring that the children's spiritual, moral, social and cultural development is fostered. They begin to understand right from wrong through the consistent boundaries being set and the age-appropriate methods staff use to manage behaviour, for example, distraction and explanation. Children respond very well to the praise offered and the calm reinforcing of acceptable behaviour, for example, as they use their quiet voices.

The partnership with parents and carers is good. Children benefit from the strong, open relationships between parents and staff, effectively developing the involvement of parents in all aspects of their child's care and learning. The regular newsletter and informative notice boards ensure parents are very well informed about all activities and projects in the setting. The prospectus and notice board ensures parents have an accurate understanding about planning methods in place, for example the Foundation Stage and 'Birth to three matters'. Parents appreciate the 'family' environment in the nursery and the 'open door' policy. They enjoy looking at the photographic evidence about their child's achievements and progress as well as the daily diary sheets. Parents are fully aware of the procedures if they have a complaint.

Organisation

The organisation is good.

Children develop very well, have lots of fun and learn rapidly with the care, quality and range of activities offered to them. Most staff hold appropriate qualifications and each of them completes several courses a year, ensuring they keep up to date with developments in early years. They share their knowledge and skills with colleagues and welcome students into the setting.

The welfare of the children is the highest priority in the nursery and all staff, including support staff, work as a team to meet all the needs of the children. Adult to child ratios are very good enabling children to receive a lot of individual attention, including those settling in and children needing extra support.

The leadership and management of the nursery is good. There are effective systems in place to identify strengths and weaknesses and match the skills of staff to the age range of children

in their group. The manager has ample opportunity to monitor the provision and provide leadership through daily involvement with all groups and regular staff meetings. Commitment to improve the quality of nursery education is evident in the way in which staff continue to develop systems for planning and assessment.

Overall children's needs are met.

Improvements since the last inspection

Not applicable, as this is the first Inspection since registration.

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

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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 steps are taken to prevent the spread of infections with regards to the storage of children's tooth brushes.
- increase the opportunities for children to develop the skills in climbing and balancing by introducing equipment to encourage their motor skills (also applies to nursery education)

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 the systems for assessing children to include baseline assessment of their abilities on entry to the foundation stage, as well as ensuring that the overall planning and assessment is evaluated to facilitate the plotting of the next steps in individual children's development
- extend children's mathematical vocabulary and skills to calculate and solve simple number problems during practical 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