

Little Ripley Day Nursery

Inspection report for early years provision

Unique Reference Number	EY272237
Inspection date	10 December 2007
Inspector	Jennifer Turner
Setting Address	107 Warren Road, Birmingham, West Midlands, B44 8QL
Telephone number	0121 377 6442
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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 opened in 2004 and is one of a chain of eight nurseries run by a private provider. It operates from eight rooms in a two-storey building. There is a fully enclosed garden for outside play. The nursery is situated in the Kingstanding area of Birmingham and serves the local area.

The nursery is registered to care for 55 children under eight years and there are currently 55 children on roll. This includes nine funded 3-year-olds and nine funded 4-year-olds. The nursery supports children who have learning difficulties and/or disabilities and children whose first language is not English.

The nursery opens five days a week all year round. Sessions are from 07:00 hours until 18:00 hours.

Eighteen members of staff work with the children. All the staff have early years qualifications to NVQ Level 2 or 3. The nursery receives support from the early years department of the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm, clean and healthy environment where they are learning the importance of good hygiene, personal care, and independence. They are supported by the committed staff who act as a good role models. This is clearly demonstrated as staff speak clearly to the children when helping them to wash their hands or prepare for meals, repeating careful instructions and explaining the importance of good hygiene routines. Children's developing awareness follows naturally as they repeat daily routines such as brushing their teeth after eating. Children's good health is generally promoted through some positive steps incorporated into daily routine to prevent the spread of infection and to ensure that children are well cared for if they have an accident or are unwell. However, staff do not ensure younger children wash their hands before meals, which is likely to compromise their good health.

Children's meals are freshly cooked each day and offer healthy options. Fruits are provided for the children daily and they have access to water or juice in their rooms, this ensures they are kept hydrated. Any dietary needs are met and effectively checked to ensure that children receive healthy and appropriate meals, snacks and refreshments. Babies milk is prepared by their parents and staff ensure these are stored and heated at the correct temperature. Parents are notified of the amount of food or drinks their children have had throughout the day

Children generally enjoy a wide range of physical activities which contribute to their good health. Each day there are indoor and outdoor physical activities to help them develop control of their bodies, for example, they play games such as 'Farmer's in his den', 'Head, shoulders, knees and toes' as well as regular use of toys and equipment in the safe outside play area. Children are not able to use larger climbing equipment as these are not available within the nursery play area. This effectively means opportunities to increase and develop their physical skills are limited.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are learning to keep themselves safe due to clear explanations and safe routines during play, indoors and outside. For example, clear reminders are offered when moving between rooms or playing outside. Children are encouraged to discuss with the staff the reasons why an action is unsafe. They benefit from premises that offer access to play activities and space enabling them to explore freely while learning to avoid accidental injury.

Children's safety is well promoted because the staff take well planned steps to prevent accidents and to plan for emergencies, for example, through clearly written plans and procedures which put the safety of the children first. Emergency evacuation procedures are practised regularly and children take part in daily routines which effectively promote their understanding of safety awareness.

Children's welfare is generally protected, because although staff are clear about how to recognise the signs and possible symptoms of abuse, some are not confident regarding their individual responsibilities to report concerns directly in line with the Local Safeguarding Children Board procedures, in the event that the designated persons are not contactable. This means that children's welfare is not fully safeguarded. The policy is shared with parents ensuring that they

have good information about child protection issues and understand the settings' responsibility towards children in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children actively participate in well planned purposeful activities and clearly enjoy their time in the nursery. They are making good progress in all aspects of their development and learning because practitioners continue to develop their understanding of good quality childcare practice. Staff provide positive role models for children and give sensitive support to all children, particularly when a child wet themselves they maintained the child's dignity by being discreet. They demonstrate a genuine affection for children; they respect children's feelings, value their comments and clearly enjoy their company.

Staff have an excellent knowledge and understanding of the 'Birth to three matters' framework which is very effective in underpinning the foundations of the educational programme for younger or less able children who attend the provision. Staff endeavour to constantly assess and evaluate their practice of good care and education. Younger children become competent learners as staff constantly talk to them about what they are doing and they provide opportunities for children to enjoy plenty of creative and exploratory play as they observe different solutions, such as glitter, rice and flour in the plastic bottles.

Nursery Education

The quality of teaching and learning is good. Staff have a clear understanding of the Foundation Stage and of how children learn through play. The staff meet formally as a team to share and collate ideas linked to their current topic, which then forms the base of their long term objectives. They then break their overarching theme into a weekly plan formulating a medium term overview of how they will cover their topic within the six areas of learning. Short term plans are daily adult-led activities which incorporate physical activities ensuring children who attend part-time do not miss out. Children are effectively assessed during the adult-initiated focused session at the start of the day when staff feel children are more alert. Children's achievements and goals are recorded including the 'wow moments' when children do or say something new.

Children's confidence and self-esteem are high. They are able to separate from their main carer with ease. They are attentive and respectful of adults and peers alike. For example, they know to be quiet and listen when someone is talking and that when they hold the teddy in their hand that it is their turn to speak. Children enjoy the opportunity to learn through exciting and stimulating experiences as they share events in their lives, such as going to the Safari. They are gaining some awareness of letter sounds through activities connected with the 'letter of the week'. Children handle books very well, taking time to look at the pictorial illustrations before turning the page to continue the story. They are gaining an understanding of how to use books, however staff do not use these opportunities to explain that the title and author are on the front cover. Children have plentiful opportunities to practise their mark-making skills, and are beginning to form recognisable letters as they practise writing their names.

Children are developing a growing awareness of number as they count how many days are left until Christmas. They regularly use numbers and counting during routine events such as during registration as they confirm how many children are present today. Their counting is supported by recognising the numerals and using a number line. Staff use some opportunities during

routines to reinforce children's understanding of simple calculations. They develop an awareness of 'more' and 'less' and they sing number rhymes such as 'five current buns'. However, children do not have sufficient opportunities to develop a firm understanding of division and addition. Children are developing a sense of time and place as they complete the daily calendar. They are developing an awareness of seasons and months as they reflect on the type of weather each day. Children have regular access to a computer and other technological equipment, such as calculators and mobile phones. They develop an awareness of the wider world as they celebrate cultural events throughout the year, such as Christmas, Diwali and Eid.

Children are generally competent in their physical skills. They often join in dance sessions with the visiting dance teacher or use the garden for physical play, but the lack of larger pieces of equipment such as climbing frames, limits their larger physical skills. They have daily access to a range of tools, such as pencils and paints to draw, scissors to cut and they use knives and forks appropriately during meal times. Children's imaginations and creativity are encouraged and promoted. They enjoy making individual creations from empty boxes and cartons, coloured paper, paints and a variety of media and materials in line with the current theme of the week. They explore the effects of different colour paints on white paper and cut out pictures of the toys they want for Christmas to make collages. Children use their creativity to design three dimensional structures of snowmen for their Christmas decorations as well as exploring the properties of sand and water.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals and all children from a variety of different backgrounds are welcomed into the setting. They receive consistent praise and encouragement, and learn what is right and wrong. As a result, children behave well; they take turns, show respect and concern for each other and share resources with their friends. They develop positive attitudes to others through stimulating activities and an environment that reflects the lives of those who attend and the wider community. Staff work with parents and the community. There is a notice board dedicated to community events. Children begin to appreciate the customs and cultures of others through celebrating festivals throughout the calendar year. Children's spiritual, moral, social and cultural development is fostered.

Staff have an effective system in place for supporting children with learning difficulties and/or disabilities, such as key workers who get to know the children well and develop positive relationships with them and their parents. Children are assessed and supported by the named special educational needs co-ordinator, who supports the provision in adhering to current guidance and to recognising and acting on observations where children are not developing or making progress in their learning.

The partnership with parents and carers is good. Staff encourage parents to actively contribute towards individual assessment records. Children benefit from a two-way sharing of information between parents and practitioners to enhance their learning. This underpins their progress in the setting and consequently their ability to fully contribute to the provision. The nursery staff effectively communicate and fully share literature and information about the educational provision.

Practitioners are conscientious and welcoming to parental input. There is a wealth of information which is easily accessible. This includes general care and educational literature. Parents value the openness and honesty of staff. This supports the appropriate sharing of information in

sensitive situations. Staff are aware of the legislation regarding a complaints process and have implemented a system to record and manage any concerns raised. Parents are highly complimentary about the level of service provided.

Organisation

The organisation is good.

The staff team are dedicated, committed and enthusiastic. Sound and detailed documentation is available, and positive working relationships within the provision ensure that children benefit and enjoy their time in this setting. They demonstrate a real affinity with children. They use their experience and their ongoing childcare training to provide a wide range of practical and stimulating learning opportunities. Staff have a good working knowledge of the 'Birth to three matters' framework as well as the Curriculum guidance for the foundation stage. This ensures that a unified curriculum for all children is in place and effectively supports the learning and development of all children.

Staff are committed to the ongoing monitoring and reviewing of their systems to ensure progression, development and enhancement in quality of the curriculum. Staff are competent as they are able to draw incidental learning from the daily routine naturally. This supports the balance and coverage across all aspects of the curriculum. Staff have developed their skills through training and through consolidating their knowledge of the Curriculum guidance for the foundation stage. The systems they use to plan and provide good quality learning experiences are simple and user friendly.

The quality of leadership and management is good. The nursery has strong leadership and a committed staff team who work well together. Staff have a clear understanding of their roles and responsibilities with regards to the quality of the education children receive. Staff attend regular staff meetings and in-service training and they ensure that planning and assessment is effective. There is an effective induction system in place. The nursery is well organised and managed by experienced staff who work hard to ensure that children are well cared for, staffing levels are maintained, all required documentation is in place and training needs are met.

Overall children's needs are met.

Improvements since the last inspection

At the previous inspection the provider agreed to ensure that the policy for the exclusion of children with infectious illnesses was consistently adhered to. The policy has been updated to make it clear to parents that if children have an infectious or contagious illness they will be excluded. They have updated the medication records to include obtaining consent from parents for the administration of creams. This ensures parents are fully consulted. The recommendation regarding support of children's physical development has not been addressed and has therefore being included in the current recommendations.

Complaints since the last inspection

Since the last inspection there has been one complaint made to Ofsted that required the provider or Ofsted to take action in order to meet the National Standards. Ofsted conducted an unannounced visit to the premises on 17th March 2005 following concerns regarding National Standard 7, Health and hygiene and the exclusion of children for infectious illnesses and National Standard 12, Partnership with parents. The policy on exclusion of children now makes it clear

to parents about what constitutes exclusions and their consent is now obtained prior to creams being administered to children.

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 staff are fully aware of their individual responsibility with regards to safeguarding children and the reporting of concerns
- ensure younger children maintain good hygiene with regards to hand washing.

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 the opportunities to develop children large physical skills (also applies to care)
- extend opportunities to develop children's reading regarding use of books and mathematical development with reference to division and addition.

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