

Little Ripley Day Nursery

Inspection report for early years provision

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Inspector Sally Ann Smith

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Little Ripley Day Nursery opened in 1999. It is one of a chain of eight nurseries registered by a sole provider. It operates from a converted house in Great Barr, Birmingham. The nursery is open each weekday throughout the year from 07:00 to 18:00. There is a fully enclosed outdoor play area. The baby room is located on the first floor so access may be difficult for those with mobility issues.

The nursery is registered on the Early Years Register. A maximum of 53 children may attend the nursery at any one time. There are currently 64 children aged from 3 months to under 5 years on roll who attend on a full and part-time basis.

The nursery employs 16 members of staff, all of whom hold an appropriate early years qualification.

The group have a gold quality assurance award.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff have a sound knowledge of children's individual needs therefore ensuring that all aspects of children's learning and welfare is effectively promoted. Partnerships with parents and other agencies also contributes well in supporting all children so that they are fully included in the setting. Staff create an environment which is safe and secure for children to thrive and reach their full potential. Priorities are clearly identified for any future improvements to enhance the quality of care provided for all children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the systems to look at children's stages of development and use this information to help plan a challenging experience across all the areas of Learning and Development
- develop further the systems to offer support to parents for extending their child's learning in the home
- increase further the range of resources and activities for children to gain an awareness of the cultures and beliefs of others.

The leadership and management of the early years provision

The manager continually strives for improvement and practice is regularly evaluated to ensure that staff are focused on meeting the needs of all children. She liaises with other nursery managers to share and gain ideas for good practice. Staff receive ongoing training and are assigned specific roles and responsibilities according to their individual skills and interests. The manager values staff's

contributions and recognises their commitment in ensuring the setting runs smoothly and practice is of a consistently good standard. Self-evaluation is ongoing and all recommendations from the last inspection have been addressed. As a result of the nursery's commitment to providing good quality care they have successfully completed a gold award for the 'Growing Together' quality assurance scheme.

Staff establish positive partnerships with parents who receive information about all aspects of their child's welfare, learning and development. Their views and opinions are sought and incorporated into the routine and planning so that the individual needs of children are met. They receive bi-monthly newsletters which highlight areas of learning that the children have undertaken and regular reports of children's progress are sent home. Staff take time each day to talk to parents and share information. However, strategies to encourage parents to support their child's learning at home have not been fully implemented. Very effective systems are in place to work with practitioners and professionals from other agencies to use their knowledge and advice in supporting all children in the nursery. This enables staff to provide the best learning opportunities and enable all children to be fully included.

Policies and procedures are effective to ensure children's welfare is promoted. Documentation is well organised and a full range of policies are available for parents to view in the operational folder. Risk assessments are undertaken for all areas of the nursery, both inside and outside. Staff knowledge of safeguarding procedures is good and they are familiar with potential signs of abuse and know how to report concerns appropriately.

The quality and standards of the early years provision

Staff are developing a good understanding of the Early Years Foundation Stage and are very enthusiastic about its implementation in daily routines and practice. They are very keen to promote children's independence and self-initiated play, yet know how to support children's learning so that they can progress towards the early learning goals. They deploy themselves effectively so that they can talk to children and engage them in conversation. They form warm and caring relationships with children to develop their confidence and autonomy. Children are introduced to visitors in the setting. As a result, children have a positive approach to new experiences. For example, older children are confident to engage the inspector in conversation, express their thoughts and feelings and ask for assistance when required. The inspector puts a dress on a child the wrong way round and the child responds by placing her hands on her hips and saying 'What are you like'. Another child asks, 'why do you wear your glasses on your head?'. Staff follow children's interests, observing at close hand what they enjoy and then taking this into account when planning. For example, they note that children like to move around the room and under tables like cars so create a car track using tables and chairs as tunnels and bridges. This is left out until the children are no longer interested. Staff note that the babies are attempting to become more mobile so concentrate on their physical development ensuring there are a good variety of baby walkers, push along toys and table top toys to encourage confidence and mobility. Regular observations are undertaken and used to assess where children

are at and targets set by the child's key person. However, this information is not consistently used to inform planning so that all staff are able to adapt activities accordingly and challenge all children.

The rooms are stimulating and brightly decorated with many of the children's creative work displayed on the walls. Photographs of 'my family' are placed at babies level so that they can relate to these and make connections. Often the babies are observed pointing to family members and kissing their photo. In addition, resources are all easily accessible enabling children to make choices and decisions about their play. Staff also plan some activities and respond to spontaneous events. For example, they observe the sun shining on a host of spider webs which glisten with dew. The children are fascinated and staff take the children outside for a closer inspection. They spray the webs with silver paint and then gently press them onto white paper to make a spider web print. Children enjoy watching the different birds come to the bird table and eat the seed cake that the children have made for them. Children also enjoy cooking for themselves and carefully spread butter onto bread for a bread and butter pudding or weigh out ingredients to make a cake.

Healthy and nutritious meals are provided and children regularly eat fresh fruit and vegetables, many of which are grown in their vegetable plot in the garden. The children tend and nurture the plants and help to dig them up, wash and prepare them for meals. They learn about oral hygiene when a dentist visits the nursery. As a result some children chose to bring in toothbrushes so that they can brush their teeth after lunch. This helps children understand about the importance of caring for their teeth. After a visit from the postman, children are keen to deliver their own post in the nursery and take turns to be the postman or lady. They enjoy their visit from the lady with a hearing impairment who uses various story sacks with props whilst teaching the children how to use sign language.

Children behave well at all times and are very clear about the boundaries set. Regular praise is given to children and their achievements recognised, these being displayed for all to see. Children play well and develop good relationships with each other and staff. Children have some opportunities to learn about celebrations and festivals, although planned activities to look at cultural diversity and disability is limited.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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