

Little Ripley Day Nursery

Inspection report for early years provision

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Inspector Jennifer Turner

Setting address 243 Marsh Hill, Erdington, Birmingham, West Midlands,
B23 7HY
Telephone number 0121 377 6637
Email littleripley@tdlmail.co.uk
Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Little Ripley Day Nursery opened in 1988. It operates from a detached building in Erdington, Birmingham, which is close to all local amenities; parking is available at the front of the building. The nursery serves both the local and the wider community and access to the nursery is via steps leading to the front and a path at the side on the building.

There are currently 72 children on roll. Children attend for a variety of sessions. The setting currently supports children with special educational needs and those who speak English as an additional language. The nursery opens five days a week all year round, except for bank holidays. Opening times are from 7.00am to 6.00pm. The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

There are 17 staff who work with the children. All staff have an early years qualifications to level 3. The setting receives support from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Well-developed knowledge of each child's individual needs ensures that staff promote all aspects of children's welfare and learning with success. Staff plan and provide a broad range of activities and experiences of which most are challenging and enjoyed by the children. Provision for children's health, emotional well-being and helping them make a positive contribution is good. All children show a strong sense of security within the setting and are kept safe, secure and generally safeguarded. Effective partnership with parents and other agencies contributes significantly to ensuring that the needs of all children are very well met and they receive any additional support they need. Systems for self-evaluation are in its infancy as management and staff are beginning to prioritise future development, resulting in a service that is responsive to the needs of all its users.

What steps need to be taken to improve provision further?

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

- improve opportunities for young babies have regular opportunities for outdoor play
- develop further the risk assessment to identify potential hazards on outings
- develop further the process to evaluate the quality of the provision.

The effectiveness of leadership and management of the early years provision

There are clear policies, strategies and procedures in place to ensure the welfare of children is safeguarded. All staff have a clear understanding of their role and responsibilities in relation to protecting children. There are robust procedures and systems in place to ensure adults caring for children or having unsupervised access to them are suitably qualified, experienced and vetted. The percentage of qualified staff exceeds requirements and staff demonstrate a commitment to improving their knowledge and skills through attending training. All records policies and procedures required for the safe and efficient management of the service and to meet the needs of all children are in place and regularly reviewed. Staff are well motivated and generally give good priority to keeping children safe through carrying out daily checks of the environment indoors and outdoors, however when the children are on outings risk assessments are not sufficiently effective. The setting is effectively led and managed by the management team, who have clear roles and responsibilities and are actively involved in the smooth running of the nursery.

All staff have a good knowledge of the learning and development and welfare requirements of the Early Years Foundation Stage which helps promote children's learning and development. An interesting, well equipped and welcoming environment successfully reflects children's backgrounds and the wider community. All staff are deployed well to support children's learning and welfare and they clearly enjoy their roles. Activities are planned to ensure children are suitably challenged and based upon accurate observations and assessment. The nursery actively promotes equality of opportunity, serving a diverse community. Children have access to a variety of resources, play opportunities and activities which reflect diversity and acknowledge cultural differences. A positive equality and diversity policy outlines a commitment to promoting inclusive practice at the nursery, ensuring all children can achieve as well as they can regardless of their background.

The nursery builds good foundations for future success in the care and education of children. Staff value children as unique individuals and they explore how best to support boys achievement through encouraging them to play with certain activities they may not always choose. They employ a whole setting approach and work collaboratively as a team and actively sought the views of parents. They recognise the value of continuous quality improvement through self-evaluation and informed discussion to identify the strengths and priorities for development to improve the quality of provision for all children, although this process is in its infancy.

Partnership with parents and carers is very well established and ensures each child's needs are met. Staff welcome parents input, encouraging a two-way exchange of information through daily discussions. Parents have clear information about the nursery and their child's progress through, for example, a prospectus, regular newsletters, children's individual learning folders, daily diaries as well as written policies and procedures. This two-way flow of information means staff can build close relationships with parents and can offer advice and support on how

best to support their children's learning. Partnerships with other agencies are effectively established to help support children with additional needs.

The quality and standards of the early years provision and outcomes for children

Children are provided with good opportunities to help them to make progress across all areas of learning and development. They are confident, inquisitive and eager to learn. The planning for children is flexible as key workers respond to individual learning needs and use their assessment to inform planning on a week by week basis. Competent, qualified and experienced staff work well together to support the children's learning through planning around the six areas of learning, which contributes to children making good progress towards early learning goals. All children, including babies, make good progress in their learning in relation to their capabilities and starting points, however babies have insufficient opportunities to engage in outdoor play.

The strong emphasis on the children's personal, social and emotional development means all children develop close relationships which are warm and caring. They develop a positive sense of themselves and others and easily express their ideas and feelings. They look at their reflections in mirrors exploring their facial expressions and emotions. Children work exceptionally well independently and with their peers, as they freely move around both indoors and outdoors. They show a good awareness of responsibility within the setting as they quickly help tidy up, take care of the environment and take on additional roles such as caring for the vegetable patch. There are high expectations of behaviour and children develop good habits due to the constant praise and encouragement they receive and from helping to devise the group rules.

Children's communication language and literacy is supported well. The environment incorporates early writing skills through everyday play and activities both indoors and outdoors. They draw lines and write letters with chalk on paved areas in the garden. A wide selection of books incorporated in the book areas and regular story and singing sessions gives children daily opportunities to share and enjoy books, music and songs. Children enjoy listening to gospel, reggae, rap, classical and ethnic music as they bring music CD's from home. An environment which is rich in print helps children learn that print carries meaning and children write their own names and labels for displays. Children benefit from time to develop spoken language through sharing conversations both one-to-one and in small groups during circle time and between the children themselves. They see Japanese and Polish words displayed to support children who speak English as an additional language.

The children's knowledge and understanding of the world is supported well to help them make sense of the world. Children benefit greatly from the outdoor environment as they explore and investigate the natural environment. A new nature area allows children to plant different vegetables and sensory plant have sparked a real interest with the children. They love attending to the vegetable patch, weeding, watering and smelling the fragrance of the mint, chives and

lavender. Children engage in a good range of meaningful experiences in which they encounter creatures, people, plants and objects in their natural environment and real-life situations. Using magnifying glasses they explore earwigs, spiders and flies found in the garden. Children learn about people who help us such as the police, fire brigade, dentist and doctors and look forward to their visits. Children are introduced to a range of cultures and religions through stories, music, dance and foods and a variety of resources in their play.

Children's problem solving, reasoning and numeracy is building well as they seek patterns, make connections and recognise relationships through finding out about and working with numbers, counting, sorting and matching. Younger children sing number songs such as 'Five little ducks', and 'Five fat sausages'. Older children regularly use numbers as they count dots on puzzles, and are beginning to do simple addition and subtraction with cards and objects. They enjoy a wide range of experiences to express their creativity through experiencing a variety of painting techniques, using a range of arts and crafts and using their imagination during role play activities. Children enjoy learning about their senses as they taste, look, touch and smell objects. They explore textures such as when sugar or glitter is added to paint and sand. They explore the taste of marmite, red and brown sauce, chocolate spread, coco powder and scents such as onions and flowers. Staff devise a graph to show how many children liked each of the different tastes.

Children behave in ways that are safe for themselves and others and are developing an understanding of dangers and how to stay safe. They practice regular fire drills and take part in events such as a charity road safety week, 'Brakes Beep Beep Day'. Older children show an excellent understanding of health eating and they sing the chopping song as they prepare cucumbers and salads for snacks. All children are provided with well balanced, healthy and nutritious meals, snacks and drinks, which are freshly prepared on the premises. All children have opportunities to engage in a wide range of physical activities daily. This helps children develop a positive approach to taking exercise and adopting a healthy life style, however babies are not given sufficient opportunities to have outdoor play. Children successfully develop skills that contribute to their future economic well-being through making good progress in their communication, language and literacy and problem solving, reasoning and numeracy skills and through demonstrating an understanding of the wider world through their play and communications.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met