



Little Ripley Day Nursery

Inspection report for early years provision

Unique Reference Number	228964
Inspection date	04 October 2005
Inspector	Samantha Jayne Taylor
Setting Address	52 Old Oscott Hill, Great Barr, Birmingham, West Midlands, B44 9SN
Telephone number	0121 384 3781
E-mail	
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 Nursery opened in 1999. It is one of a chain of seven nurseries registered by a sole provider. It operates from a converted house in Great Barr, Birmingham. A maximum of 53 children may attend the nursery at any one time. The nursery is open each weekday throughout the year, operating between the hours of 07:00 - 18:00. Children have access to an enclosed outdoor play area, together with a separate building outside, which is used as a soft play room area.

There are currently 57 children aged from 3 months to under 5 years on roll in the nursery; this includes 6 funded children. The nursery serves the local community and surrounding areas.

The nursery employs fifteen members of staff. Over seventy five percent of the staff, including the manager have early years qualifications to National Vocational Qualification (NVQ) Level 2 or 3. The setting receives support from a teacher mentor from the Early Years Development and Childcare Partnership (EYDCP).

The group are currently in the process of undertaking a bronze quality framework award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop good self-help skills as they are, for example encouraged to put on their own shoes following playing in the ball pool; whilst older children develop good independence skills as they freely access the bathroom area. Privacy and dignity are afforded, which means that children's self-esteem is enhanced. Children are beginning to learn about some aspects of hygiene through example, discussion and activities; they are aware that hands are washed prior to cooking activities.

Daily opportunities for outdoor play are offered; there is an outdoor covered area, which is used well during inclement weather, with a separate area designated as a ball pool play room. Here, children have fun as they run, jump and explore space. This helps children to develop and to progress their physical skills.

Staff are knowledgeable in procedures for accident and medication recording, however, information regarding communicable illnesses is not complete. Furthermore, organisation of seating and cleaning arrangements during 'snack time' do not fully support children's health.

Children enjoy a wide range of 'home cooked' nutritious meals prepared daily on site; snacks provided include fruit such as tomatoes, cucumber, oranges and bananas. Individual nutritional needs and food preferences are readily accommodated. This means that children benefit from a balanced diet with meals and snacks, which are attractive and which they enjoy.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The setting is bright and attractive; children and parents are warmly greeted by staff. This helps children to feel settled and parents to feel welcomed. The outdoor area is inviting with areas available for different kinds of play; a willow tree provides children with a shaded area during the warmer weather, whilst the ball pool area in a separate building provides indoor physical play. As a result, good use is made of the

environment and opportunities for children are maximised.

Staff members undertake daily risk assessments, which help to identify hazards and any remedial action necessary. Fire drills are regularly practised and records are an accurate reflection of those present. This helps to safeguard children.

Equipment is maintained and is in good condition, which is age and development appropriate. Most is accessible and is stored at low level. As a consequence, children freely access resources which support their development.

Children are protected from abuse and neglect; qualified staff have a sound knowledge of signs and symptoms and of reporting procedures. Information is shared with parents. This means that children's welfare is safe guarded.

Helping children achieve well and enjoy what they do

The provision is good.

A wide range of activities are offered, which helps children to make progress in their development. Themes are followed throughout the nursery; parents and children are informed of planned activities through verbal and written communication. The nursery has recently implemented the 'Birth to three matters' curriculum. This helps to support children in their learning, for example younger infants enjoy exploring a variety of shakers.

Older children are learning to become independent and are encouraged and supported by staff to make decisions, for example with regard to choice of activities. They benefit from regular learning and play opportunities supported by experienced staff members.

Nursery Education

The quality of teaching and learning is good.

Children are interested and motivated to learn. They are keen to participate in activities such as 'slimy' play, where with water and jelly they explore shape and capacity, for example as they pour the contents into different shaped containers. This helps to develop children's mathematical skills, understanding and language through the different experiences provided. As a result, children make good progress in their mathematical development.

Children are able to express and communicate their needs in a variety of ways. For example, during drama/singing sessions, children supported by staff members, use props to act out the story. They enjoy a range of creative activities, such as exploring natural materials; they compare and produce different textures and products such as 'mud'. This helps children to make good progress in their creative development. Furthermore, children learn to develop their understanding and knowledge of the world as they cut and join materials.

Most staff members have a sound understanding of the Foundation Stage

Curriculum; consistent staff are knowledgeable of individual children's development, likes and interests. However, although verbally shared, formal and spontaneous observations made of the children are not always evidenced. As a consequence, full information is not readily available to share.

Children are confident speakers and listeners; they have access to a good selection of large and small books which they share with an adult and with each other. Children have some opportunities to explore print in different forms but it is not readily accessible. Mostly they access a range of mark making tools during practical activities. Children begin to recognise letters that are familiar to them, for example in their own names and some are beginning to link some sounds to letters.

Helping children make a positive contribution

The provision is good.

Children freely access a meaningful range of activities and resources, for example as they celebrate festivals. This helps children to gain a positive view of the wider world, acknowledge differences and helps them to increase their understanding of others. Children's spiritual, moral, social and cultural development is appropriately fostered.

Staff know children well and they are knowledgeable in the setting's behaviour management policy; staff praise and play with children giving them their time and attention. As a result, children's individual needs and interests are met and children learn to behave well.

Partnership with parents and carers is good.

Daily communication keeps parents and carers fully informed of the individual child's day; they are warmly welcomed into the setting. Parents/carers are informed of their child's progress, with information displayed on notice boards of themes and planning. As a consequence, continuity between nursery and home is promoted and families are encouraged to be involved in their child's learning.

Organisation

The organisation is good.

The registered person and manager work well together, working towards the same ethos for the setting. The setting benefits from close links with the providers other nurseries, where at regular manager's meetings, knowledge and expertise is shared, for example information regarding courses attended by staff members. As a result, children benefit from staff member's knowledge of current practice, which supports children's development and welfare.

Staff:child ratios are met and deployment of staff is organised effectively. This means children are well supported and their welfare is safe guarded. Overall, the provision meets the needs of the range of children for whom it provides.

Most documentation is accurate and is maintained. There is an effective procedure in

place for recording children's attendance and departure; visitors are welcomed and asked to sign in the record book. As a consequence, children's safety is promoted.

The leadership and management for the funded children are good. The pre-school children benefit from the staff member's knowledge and experience. Staff are encouraged to develop their skills and are involved in the planning, evaluation and assessment process. They are knowledgeable of the intended learning outcomes for the activities they are supervising and some written observations are made. The pre-school staff are supervised by the manager who oversees the planning and assessment.

Improvements since the last inspection

At the last children act inspection the provider was asked to improve arrangements for respecting children's privacy and dignity when using the toilet facilities. The provider has refurbished the bathroom area with doors fitted to the toilet cubicles; this means that children's privacy and dignity is afforded when using the toilet area.

A further recommendation was made with regards to making sure that procedures are followed and all staff are made aware of child protection procedures at induction, within their two first weeks of employment. The manager supervises staff members with information regarding the child protection policy and procedure.

Complaints since the last inspection

During a Children Act Inspection on 3 February 2005 a Child Care Inspector observed sixteen children under the age of two years being cared for on the premises. The conditions of the provider's registration stated may care for than no more than fifty children under five years; of these, not more than fifteen children may be under two years at any one time. A compliance notice was issued requiring the provider to comply with the conditions of registration by the 5 February 2005.

We visited again on the 10 February 2005 and found that the conditions of registration were met.

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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):

- improve organisation of snack time including seating and cleaning arrangements
- update information regarding communicable illnesses in order to fully support children's health

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):

- increase children's opportunities to explore print in different forms
- improve planning and assessment to show differentiation; evidence observations made in order that full information is available to share

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