

# Little Ripley Day Nursery

Inspection report for early years provision

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**Unique reference number** 229084  
**Inspection date** 15/02/2010  
**Inspector** Jennifer Turner

**Setting address** 133 Wood End Lane, Erdington, Birmingham, West  
Midlands, B24 8BD

**Telephone number** 0121 382 2723

**Email**

**Type of setting** Childcare on non-domestic premises

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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*.

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## Description of the setting

Little Ripley Day Nursery, at Wood End Lane, Erdington opened in 1995. The nursery is one of eight settings within a privately owned group in the Birmingham area. It operates from a converted two storey detached house. There is access to a fully enclosed garden area for outdoor play. The nursery serves the local and surrounding areas.

The nursery is registered by Ofsted on the Early Years Register to provide care for 60 children in the early years age range, of whom 24 may be under the age of two years. There are currently 59 children from four months to four years on roll, of these, 17 children receive funding for early education. The nursery is open five days a week all year round, except for public bank holidays. Sessions are from 7.00 am until 6.00 pm. The nursery supports children who speak English as an additional language and welcomes children with special educational needs and/or disabilities.

There are 17 staff who work directly with the children. All staff hold a Level 3 qualification in early years and the manager a Level 4 qualification in management. The setting receives support from the local authority. The nursery holds the 'Quality Framework' Bronze Award.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff promote all aspects of children's welfare and learning with success because they have well-developed knowledge of each child's individual needs. 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 and well-being is excellent. All children show a strong sense of security within the setting and are kept safe, secure and fully safeguarded. Documentation is regularly reviewed and mostly stored confidentially. All staff are included in the self-evaluation process and demonstrate a positive attitude towards continuous improvement.

## What steps need to be taken to improve provision further?

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

- ensure confidentiality is maintained with regards to children personal information
- develop further the planning to ensure the learning intention of activities and children's next steps are clear, to help fully exploit the learning potential of activities

## **The effectiveness of leadership and management of the early years provision**

There are clear policies, strategies and procedures in place to ensure children's welfare is safeguarded. All staff understand their role and responsibilities in relation to safeguarding children, having undertaken child protection training. There are effective procedures in place to ensure adults caring for children or having unsupervised access to them are suitably qualified, experienced and vetted. 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. A well motivated staff team give good priority to keeping children safe through robust written risk assessments of the environment indoors, outdoors and when the children are taken out on trips. The setting is effectively led and managed by the person-in-charge and the deputy, who have clear roles and responsibilities and are actively involved in the smooth running of the nursery.

Staff work well together as a motivated team and are committed to providing the best possible start to children and their families. All staff hold a Level 3 early years qualification and have completed a range of training to ensure their knowledge and skills are updated. Activities are planned to ensure children are suitably challenged and based upon observations and assessment as staff follow children's interests and use the 'Wow moments' to inform future planning. However, on occasions the learning intention of activities are not always clear or fully exploited and the assessments do not include children's next steps in their individual learning and development.

Staff have established positive links with the local schools and children's centre that children attend to ensure children's individual needs are effectively 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 journals, daily diaries and written policies and procedures. However, children's privacy is not fully protected because some written information relating to their medical requirements is freely displayed within the nursery.

Parents speak highly of the staff and feel well informed regarding their children's care and learning. They say that they find the setting friendly and welcoming and that their children are happy within the nursery. Questionnaires are often used to gain feedback and suggestion from parents and any comments are acted on if necessary. Systems for self-evaluation are developing well and staff recognise the value of continuous quality improvement through self-evaluation and informed discussion to identify the strengths and priorities for development that will continue to improve the quality of provision for all children.

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

Staff know how children learn and plan a good range of activities and experiences to cover all areas of children's learning. Staff question and challenge children's thinking and this helps children make good progress. For example, staff use open ended questions to effectively promote their thinking and set out the room to stimulate children's interest in learning. As a result, children are motivated and make many good links in their learning. Resources and activities are set out very attractively and this makes the playrooms look inviting and interesting. Children have a strong sense of belonging in the security of the group. They show they feel safe, and are confident in asking why visitors are present and interrogating the inspectors identification card.

Children's communication language and literacy is supported well. The environment incorporates early writing skills through everyday play and activities both indoors and outdoors. Whilst outdoors children write and draw with chalk and using the magnetic board they find letters to form their names. A wide selection of books incorporated in the book area and regular story and singing sessions gives children daily opportunities to share and enjoy books, music and songs. They enjoy listening to story tapes and when the music man sings funny songs about a yellow man they roll with laughter. They are beginning to note the difference between loud and soft sounds as his voice rises and falls to emphasise specific aspects. Children access information communication technology equipment and use the mouse with good control to select computer programmes that promote skills in finding 'Nemo' the fish. They engage in problem solving without adult intervention and confidently explain the purpose of clicking on icons in order to match images. Children are developing good concepts of numbers, holding up the correct number on the digital fan when staff ask them to find different numbers and they know that the number two and zero makes twenty.

Children are very confident when exploring the environment both indoors and out. Older children play a full and active role in their own learning, make choices, decisions and extend activities, with the staff provide good support for them to become independent. A range of activities and resources help them to understand the wider world as they explore the natural environment, growing their own plants and caring for the giant snails. They discuss other cultures, celebrate festivals throughout the year and have a range of books, posters and displays showing people from around the world. They are given clear rules regarding behaviour, with staff being good role models. As a result children behave very well, understand each other's limitations and have superb self-esteem. They freely express their feelings and ask for help when they need it. Children play both independently and together, understand why they need to share or take turns and have good communication skills. All children are encouraged to respect others and this is noted in their spontaneous use of words including 'please', 'thank you' and 'excuse me' when interacting with their peers and adults.

Children's good health is promoted exceptionally well as they make the most of the fresh air and the outdoor play that is available to them every day. They are offered

an abundance of fruits and salads at snack time and water is readily accessible to them throughout the day. They engage in stimulating activities which explore how to keep their bodies fit and healthy and they look at the body map displayed on the wall. They learn about personal hygiene and are keen to show how they wash their hands and brush their teeth after meals. Children know that physical exercise is good for them as staff discuss the effects of exercise, including the increase in their breathing and their muscle development. They have access to a good range of outdoor play equipment, including climbing apparatus, slides, bikes and balls.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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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