

# Little Ripley Day Nursery

Inspection report for early years provision

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**Inspector** Adelaide Griffith

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**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*.

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 1994 and operates from a detached Victorian house located in the Erdington area of Birmingham. The nursery is part of a chain located in North Birmingham. There is an enclosed outside play area. The nursery opens five days a week from 7.00 AM to 6.00 PM. It is open all year round, except for bank holidays.

The nursery is registered on the Early Years Register. A maximum of 40 children may attend the nursery at any one time. There are currently 48 children aged from seven months to under four years on roll, some in part-time places. The nursery is able to support children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery is also registered on the compulsory part of the Childcare Register to offer care for children aged from five to under eight years.

There are 12 members of staff who work with the children. All staff hold early years qualifications to at least NVQ level 3. The setting receives support from a teacher mentor and also from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff know the children well and this ensures that their individual needs are addressed effectively. Children are competently supported and they are making consistent progress in their learning and development. The staff provide an inclusive environment in which children's welfare is skilfully safeguarded. Systems to evaluate practices are effective and result in positive outcomes for children. Priorities for improvements are identified to make further changes for the benefit of the children and their families. The nursery works well with parents, agencies and other settings to ensure that children get the support they need. This ensures that children's well-being is nurtured.

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

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

- develop all staff's understanding of including appropriate challenges for children in order to promote their learning and development more effectively
- take consistent steps to promote children's good health by ensuring that the likelihood of cross infection is minimised; this is specifically in relation to the storage of toothbrushes.

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

Staff have a well developed understanding of the Early Years Foundation Stage and this supports children's care and learning effectively. Robust procedures ensure that suitable staff are appointed to work with the children. The management have a sense of purpose and encourage all staff to maintain a current knowledge of initiatives in the early years sector to enhance their practice. Owing to staff's attendance on a wide range of courses children's care and learning are well managed. Children's welfare is significantly safeguarded due to a raft of policies. For example, health and safety measures are implemented effectively.

The management reflects on the feedback received from staff and parents. They have made several changes to their practice in order to improve the provision for children. For instance, they have reviewed the menu to introduce new foods and also to ensure that more water is provided for drinking. Staff have reviewed documentation to provide learning journeys in which they record children's achievement. The manager identifies other areas, such as, the outdoor play space for further development to provide a broader variety of experiences for children. Continuous improvement is maintained to achieve the vision of laying a firm foundation for children's lives. Good organisation ensures that staff are deployed effectively to work with children in small groups. The key worker system is helping children to form strong bonds with staff who are attentive to their needs.

There is a well established partnership with parents who express satisfaction with the nursery. Parents and carers specifically mention the friendliness of staff and the progress children have made in their development. Staff provide regular feedback about children's progress and parents are invited to contribute to the care and learning by suggesting areas that need to be addressed with their child. Other agencies attend the nursery on a regular basis to provide guidance on implementing programmes to promote children's additional needs. The management have taken a proactive approach and invited other early years providers to meet the staff and children before they leave the nursery for school. They also provide a summary of children's progress towards the early learning goals to ensure continuity in care and learning.

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

Children enjoy their time at the nursery where they are forming relationships with their peers and adults. Staff create an enabling environment in which children are encouraged to make choices, for example, selecting resources for activities. Children take the lead in initiating play and they work well with others to develop ideas. For instance, during outside play they build a train by using available resources to form a long box-like shape. They then proceed to test out the space by allowing children to crawl into it. Children are learning in a stress free atmosphere because staff make use of all routines to promote their development. They count the number of children seated at the table and engage in problem

solving by explaining the number of dinners required. Children's learning is extended by linking the drawing of characters arising to a story. These are coloured in by the children and they sing associated nursery rhymes. The drawings are displayed and serve as prompts for further discussion.

Children have opportunities to move around freely indoors. They play outside frequently and aspects of their learning are continued outdoors. A good selection of books is taken outside and chalk is available for children to practise mark making skills on the path. All children are developing concentration skills as they listen attentively to stories. Some are actively involved by answering questions. Children are beginning to recognise letters of their names and this is reinforced by name cards. Staff talk constantly to children and this encourages the development of their interpersonal skills. They discuss the range of seeds that will be planted to grow vegetables and fruit. Their understanding of the wider world is developing well due to outings to the park where they look at trees and talk about squirrels.

Children explore with a wide range of materials including paint, pasta and corn flour. They are developing skills for the future due to the wide range of activities across all areas of learning. Staff carry out frequent observations that indicate what children can do. The information gained is used for planning further learning. Some staff are highly skilled at implementing activities, such as, story telling to provide additional support that promotes children's language skills. However, all staff are not sufficiently skilled at including challenges to promote children's learning more effectively.

Children demonstrate understanding of maintaining personal hygiene. They wash hands in relation to activities and they brush teeth after meals. The storage of toothbrushes is not always implemented rigorously. Consequently, children's health may be compromised due to potential cross infection. Children are gaining an understanding of healthy lifestyles. On a daily basis they are provided with freshly cooked meals and participate in physical outdoor play. Most children are confident and they are encouraged to develop self-help skills by taking responsibility in the nursery. For instance, they join in with tidying away and younger children are consistently encouraged to feed themselves. The staff are positive role models who speak politely to children and they also praise children frequently. Therefore, children are well behaved and treat others with respect.

## 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	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