

# The Little Ripley Day Nursery

Inspection report for early years provision

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<b>Inspector</b>	Adelaide Griffith

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<b>Type of setting</b>	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 registered in 2006. It is one in a chain of nurseries in the Sutton Coldfield area of the West Midlands. It operates from a detached, converted house. The children have access to a secure outdoor play area. The nursery is open from 7am to 6pm 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 70 children aged from six months to under five years on roll. The nursery is able to support children with special educational needs and disabilities. The nursery is also able to support children who speak English as an additional language. The nursery is registered on the compulsory and voluntary parts of the Childcare Register.

There are 12 staff employed to work with the children. All staff hold a relevant early years qualification to at least NVQ at level 3. The nursery receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children enjoy their time at the nursery where they make considerable progress in their learning and development. Children's health and welfare are effectively safeguarded and most staff have a robust knowledge of safeguarding and health and safety procedures and children's individual needs are competently addressed. The self-evaluation process is well established and changes have improved outcomes for children. The management demonstrates the capacity to maintain continuous improvements for the benefit for children and their families. The strong partnership with parents, external agencies and other providers support children's well-being.

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

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

- develop further all practitioners' understanding of safeguarding issues to implement the safeguarding children policy more effectively
- review systems to ensure that training is available for all staff involved in the preparation and handling of food.

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

The staff are well informed about the Early Years Foundation Stage and this underpins their ability to support children's care and learning effectively. Robust procedures ensure that adults are suitable to work with children. For example, all

are vetted and they attend regular training courses to maintain current knowledge of initiatives in the early years sector. However, some staff who prepare snacks and light meals do not hold current food hygiene qualifications. Arrangements for safeguarding are managed effectively but some staff are not fully informed about all aspects of the procedures. This potentially compromises specific aspects of children's care.

The management is keen to provide a welcoming environment for children and their families. There is regular review of the provision to identify where changes are required. Some effective improvements have been made. For instance, the free-flow system for children in the pre-school ensures that they can move freely between rooms. This provides opportunities to access a wider range of resources. The management has the capacity to maintain continuous improvements. All recommendations from the last inspection are addressed effectively. They have also considered how the outside area can be developed to extend children's learning and play further.

There is a trusting relationship with parents who express immense satisfaction with the care and learning provided for their child. Specifically, parents identify the progress made in children's social and interpersonal skills. Consistent communication is maintained on a daily basis about children's experiences. A regular newsletter is provided to keep parents informed about events and changes in the nursery. Parents are actively encouraged to participate in their child's learning. Workbooks are available to continue with some activities in the home. Opportunities for borrowing books are provided and some parents make use of this library facility. Parents receive consistent progress reports about their child's development and they are encouraged to include written comments in the feedback section.

Children are highly valued in this nursery that has an ethos of promoting their self-confidence. Their individual needs are met as agreed with parents and as identified through observations. The effective key worker system allows adults to build nurturing relationships that promote children's sense of security. Owing to the provision of a broad selection of resources and activities children are actively supported in gaining an understanding of other cultures and disability.

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

Children are totally at ease in the nursery because staff create a relaxed atmosphere that underpins the process of learning effectively. Children's learning is interwoven into the daily routine. For example, snack time activities are used to promote counting, colour recognition and problem-solving. Staff are enthusiastic and join in with activities such as ball games. Staff plan a wide range of experiences across all areas of learning. They are inventive and include children's interests in many aspects of learning, for instance, imaginative play. Following discussions about holidays a beach scenario is created in a room by spreading sand on the floor. A variety of equipment enhances the experience as children fill containers and make pretend cakes. Learning is extended as they develop skills of

drawing in the sand. Many examples of children's mark making skills are displayed in the rooms. Some children are writing recognisable letters of their name while others are learning to sound out first letters. Children are encouraged to develop an appreciation of books. At different times during the day they access the library to select a book of their choice. Children are actively involved during story time as they name rhyming words to complete the sentence started by the adults. Staff encourage critical thinking. For instance, at the end of a story children are asked to say what they like most.

A colourful selection of resources is available in the baby room to support activities that promote sensory play. Children enjoy singing nursery rhymes and join in with actions as they learn the lyrics for each song. Children have opportunities to run around in the outside play area. All have access to bikes and children are developing spatial awareness as they ride around and make efforts to avoid others. Push-along toys are provided for babies to encourage the development of their large muscle skills. Children are gaining an understanding of sustainability. They visit farms to learn about the care of animals and they focus on activities that include the growing of plants. Children have access to programmable resources and make use of audio equipment to listen to music tapes. The range of learning experiences and the provision of stimulating resources ensure that children acquire appropriate skills for the future.

Staff are committed to promoting children's care and learning. For this reason observations are carried out frequently. Children's developmental stage is identified and the next step in learning is addressed effectively. This is achieved through planning for children individually, and for small groups. An overview of children's progress is provided through assessment records that clarify their attainment. Staff include challenges to extend children's capability. For instance, the process of complex problem-solving with numbers is used to move some children on to the next level. Activities are also tailored to children's individual needs by making time for short sessions on a one to one basis.

Children's good health is competently promoted. Owing to effective procedures children are protected against infection. For example, bedding is stored in individual bags and toothbrushes are covered with a cap. Children are learning to stay safe. They state that they need sunscreen if it is hot so that they do not burn during outside play. They demonstrate an understanding of maintaining personal hygiene by washing hands before or after specific activities. Children's independence is consistently promoted as they pour their own drinks. They actively contribute to the nursery environment by participating in tidying away after activities. Staff praise children frequently and this encourages good behaviour. This means that children can concentrate on activities without distractions. Overall the wide variety of activities and learning experiences effectively support children's progress towards the early learning goals.

## 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

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