



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 228964

DfES Number: 524854

INSPECTION DETAILS

Inspection Date 03/02/2005
Inspector Name Shirley Delaney

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Little Ripley Day Nursery
Setting Address 52 Old Oscott Hill
Great Barr
Birmingham
West Midlands
B44 9SN

REGISTERED PROVIDER DETAILS

Name Little Ripley Day Nurseries Ltd 5065153

ORGANISATION DETAILS

Name Little Ripley Day Nurseries Ltd
Address 243 Marsh Hill
Erdington
Birmingham
B23 7HY

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Little Ripley Nursery opened in 1999. It is one of a chain of seven nurseries registered by a sole provider. It operates from converted house in Great Barr, Birmingham. A maximum of 50 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.

There are currently 61 children aged from 3 months to under 5 years on roll in the nursery. Of these 19 children receive funded education. The children come from the local community and surrounding areas.

The nursery employs fourteen members of staff. Eleven of the staff, including the manager hold an appropriate early years qualification. Three members of staff are currently working towards a qualification.

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

How good is the Day Care?

Little Ripley Nursery provides an unsatisfactory standard of care for children.

The nursery was in breach of registration requirements on the day of inspection. A welcoming environment is provided for the children and their parents. Information is made available to the parents in the entrance area regarding the operation of the nursery and the organisation of the children's care, and learning. Children are provided with easy access to a good range of toys and equipment, in organised areas. The children are grouped within key work groups, providing children with individual staff support. All necessary facilities to meet the needs of the children are in place, however children cannot access privacy when using the toilet. Staff are aware of policies and procedures are in place to maintain children's safety and security and ensure they are followed.

Children are encouraged to learn about good hygiene practices through daily routines and staff support. They are provided with fresh cooked nutritional meals and snacks as part of the daily routine and are able to have independent access to drinks. Parents of babies are well consulted on the meals they wish their children to be provided. Children's individual needs are met appropriately and staff have a positive approach to including children with special needs. Child protection procedures are in place and whilst most staff have appropriate knowledge of their responsibilities, newer staff have not covered this area during their induction.

Children have access to and benefit from a wide range of activities which support their play and learning. A behaviour management policy is in place and known to staff. Children's behaviour is well managed by staff who use a calm consistent approach and take into consideration children's development and level of understanding.

Partnership with parents is good. Information is shared as part of a two way process and parents are made to feel welcome in the nursery.

What has improved since the last inspection?

Not applicable, as there were no actions raised at the previous inspection.

What is being done well?

- Children are supervised at all times, with staff deployed effectively in order to provide good support to the children and ensure children's welfare and safety.
- Staff plan a very good range of activities and play opportunities to promote children's learning and play. Staff interaction is good, staff listen to the children, give them clear explanations and talk to them about what they are doing.
- Staff use positive strategies to manage children's behaviour they encourage children to have consideration of others, by helping children to learn to share and take turns.
- Good procedures and working practices in place foster good partnerships with parents. Information is shared as part of a two way process to enable the needs of the children to be met, and keep parents informed about the group and service offered.

What needs to be improved?

- procedures followed to ensure registration requirements are met at all times
- practice to ensure staff are made aware of child protection procedures within first the first two weeks of employment
- children's privacy when using the toilets.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Unsatisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
1	Ensure conditions of registration are met at all times.	04/02/2005

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
4	Improve arrangements for respecting children dignity and privacy when using the toilet facilities.
13	Make sure procedures are followed and all staff are made aware of child protection procedures at induction, within their first two weeks of employment.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Little Ripley Day Nursery offers good quality provision overall which helps children make generally good progress towards the early learning goals. Children are making generally good progress in mathematical and creative development. They make very good progress in all other areas.

The quality of teaching is generally good. Staff have a generally good understanding of the foundation stage curriculum and work together well as a team. They plan a wide variety of structured activities and plans detail what children are expected to learn, although there are not enough activities to underpin children's understanding of calculation and to allow children opportunities to use their knowledge to solve mathematical problems. Staff organise sessions of the daily routine to provide children with appropriate resources for their stage of development, but children do not have enough opportunities to use some of these resources independently. There are currently no children with special educational needs, or with English as an additional language attending, however there is an effective system in place to offer appropriate support. Staff build good relationships with the children and use positive strategies to encourage good behaviour.

The leadership and management of the setting is generally good. Staff are clear about their roles and responsibilities. They have access to information on current training and are able to identify their training needs at appraisals. Commitment to improving the provision for nursery education is demonstrated through action taken to address weaknesses identified at the last inspection.

Partnership with parents is very good. Parents are kept well informed about the range of learning experiences children are involved in, through notices and displays of photographic information. Staff use a range of effective strategies to involve parents in children's learning and parents have good opportunities to discuss their child's progress.

What is being done well?

- Children develop good skills in early literacy. Children have good access to books and opportunities to recognise letters and words through routine activities and practical situations. They learn to identify word sounds and develop an understanding about how to communicate through writing and drawing.
- Children's personal, social and emotional development is very good. Children are confident, sociable and form good relationships with adults and peers. Children respond well to consistent behaviour management strategies used by the staff. As a result children are well behaved and remind one another of

the rules of expected behaviour. Children learn to share and take turns and show consideration for others.

- Staff make parents feel welcome. Parents are provided with good information and kept informed about the educational programme and their child's progress.

What needs to be improved?

- the range of opportunities for children to develop an understanding of total, equal and unequal quantities and to solve problems using their mathematical knowledge
- the opportunities for children to explore independently with a full range of creative resources

What has improved since the last inspection?

Very good progress has been made since the last inspection. The setting has introduced a number of effective measures to address the key issues raised at the previous inspection. Children now have access to a comfortable area where they can sit and look through books. Children use this area well, develop an interest in books and handle books with care. Staff also introduced more opportunities for children to practice emergent writing in activities such as role-play.

Staff were provided with information on the code of practice for the identification and assessment of special educational needs. The staff have also received training organised by the area Special Educational Needs Co-ordinator (SENCO), who supports the setting in order to meet the individual needs of children with special educational needs.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and settle quickly to tasks, showing that they are keen to learn. They participate in activities enthusiastically, are keen to take part in new learning experiences and complete some activities independently. Children develop good relationships with their peers and adults and show concern for others. Children are very well behaved, they learn to take turns and share. They develop good self-help skills through routines such as clearing up after dinner.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children engage easily in conversation with each other and with adults. They have many opportunities to speak listen and represent their ideas. Children express their opinions confidently using language to describe events and negotiate. They recognise their name and most children write their name using recognisable letters. Children develop good skills in emergent writing, through structured planned activities. Children develop a strong interest in books and handle them with care.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently within group activities, with help and independently. They count from one to ten reliably and older children count above ten and recognise numerals. Children use size and positional language appropriately and can recognise shapes and create patterns. However, they do not have enough opportunities to compare quantities during play and through planned activities and have insufficient opportunities to use their knowledge to solve simple mathematical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have good opportunities to explore the local and wider community, the natural world and the built environment through trips to parks, farms and local facilities. Children discuss their families past, present and future events and develop a sense of time. They demonstrate an awareness of events relating to their own culture and develop an interest in those of others. Children learn about information technology through access to equipment such as the computer.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently around the indoor area demonstrating an awareness of space and others. They negotiate obstacles well and show good awareness of how to move in open and confined spaces. Children take part in a wide and varied range of physical activities, developing large and finer skills. They develop control with tools and materials requiring manipulative skills such as pegs and musical instruments.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children learn using all senses, through participation in a range of practical activities such as painting, water play and music. Children develop skills with musical instruments and sing a range of songs from memory. Children act out roles during story telling, they show good expression and portray the characteristic of the role. Children are introduced to different materials and techniques, but do not have enough opportunities to express their own ideas with a full range of materials.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- extend the range of activities to develop children's understanding of totals and equal and unequal quantities; provide more opportunities for children to use their mathematical knowledge to solve problems
- provide children with independent access to a full range of creative materials, so that children are able to explore and follow their own themes.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.