

Little Ripley

Inspection report for early years provision

Unique reference number EY224723
Inspection date 26/04/2011
Inspector Lucy Showell

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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 is one of eight nurseries run by Little Ripley Day Nurseries Limited and was registered in 2002. It operates from a converted detached house in the Erdington area of the West Midlands. The nursery serves the local area. There is access to a large, fully enclosed garden available for outdoor play.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery is registered to care for 40 children at any one time. There are currently 83 children on roll within the early years age range. The setting can offer support to children with special educational needs and/or disabilities and who speak English as an additional language.

The group opens every weekday all year round. Sessions are from 7am until 6pm. Children attend a variety of sessions. There are 13 members of staff who work with the children, all of whom hold appropriate early years qualifications at level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Positive relationships are fostered between caring staff and happy children in this warm, welcoming and homely environment. There are secure partnerships with parents, strong links with other professionals and a fun and stimulating range of activities which effectively support children's progress. Staff have a positive approach to the Early Years Foundation Stage and have clear knowledge their responsibilities in meeting the welfare requirements. Good capacity for continuous improvement is demonstrated through the effective actions taken since the last inspection and the valuable methods of monitoring and self-evaluation.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain information from parents regarding who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 24/05/2011

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

- develop further opportunities for the involvement of parents as part of the ongoing observation and assessment process.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because staff have clear understanding of child protection procedures. For example, they have secure knowledge of signs of possible abuse and how to report any concerns and deal with allegations. Comprehensive systems and detailed documentation underpin the safe and effective management of the nursery. Efficient written risk assessments have been completed and include all necessary detail with regards to specific risks identified. Children have good awareness of their own and others' safety. For example, they share space and equipment effectively, are well behaved and polite and show care and concern for others. Robust recruitment and vetting procedures ensure children are cared for by suitable adults. All staff hold recognised childcare qualifications and continued professional development is encouraged. For example, appraisals are used to address any training needs and to identify further opportunities to develop knowledge and skills or particular interests. The information gained through relevant and recent training attended is cascaded effectively throughout the staff team.

All staff are proactive in the implementation of their roles and daily responsibilities. For example, they enthusiastically forge valuable relationships with children and their parents to ensure continuity of care and to ensure a relaxed and welcoming environment. Parents are very comfortable within the setting and are welcomed into the nursery with a friendly smile. Most documentation is completed by parents as part of the induction process. However, information from parents regarding who has legal contact with the child and who has parental responsibility for the child is not available for all children. A whole setting approach is adopted to encourage a culture of reflection and self-evaluation. Effective methods, such as questionnaires and focussed discussions, enable the opinions of staff, parents and others to be expressed. Consequently, areas for improvement are identified and significant steps taken to improve the quality of the provision for all children. The special educational needs coordinator has established links with other professionals and calls upon their expertise when needed. As a result, all children are fully involved at the nursery. Various cultures are represented well through a structured programme of events and celebrations which increase children's awareness of the diversity of the local community and the wider world. Valuable information for children leaving for school in September or attending other provisions is coherently exchanged. As a result, transition is smooth and practice is both consistent and balanced. Sustainability of the nursery is assured through working with other professionals to advise, review and improve the nursery provision. Consequently, staff acquire up-to-date knowledge regarding good practice and new initiatives.

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

Children receive a warm welcome from the staff as they enthusiastically enter the nursery, greeting each other as they arrive. Good health is encouraged as children are provided with inviting and freshly prepared nutritious meals. They enjoy

selecting from the options available, serving themselves with fruit and salad to go with their sandwiches at tea time. All meals and snacks meet individual preferences and special requirements, and good access to water ensures children are suitably refreshed. Individual care skills, such as independent toileting and hand washing, are actively encouraged. Space and equipment is provided for children needing to rest or sleep. Babies and children under two years are cared for by experienced staff who ensure individual care routines are adhered to. Individual weaning programmes are agreed with parents and formula milk drinks, which are provided by parents, are prepared following current health and safety guidelines. Children are increasingly aware of their own and others' safety. For example, they remind each other to be careful because the floor may be slippery when they see the 'yellow sign'. They learn right from wrong through useful strategies and a positive approach that helps them to understand how to act responsibly and abide by rules. Lots of praise is offered to build confidence and self-esteem. Good manners are encouraged by saying 'please' and 'thank you' and learning to play together and share favourite resources.

All children are provided with opportunities to reach their potential through the staff's valuable knowledge of individual children. Good methods of systematic and opportune observations across the six areas of development are established. This information is used effectively within the nursery's flexible planning to provide valuable opportunities to promote learning.

Children's profiles include details of progress, photographic evidence and examples of their work. The information is used to complete transfer profiles for the children's future providers and shared with parents at the planned parents evenings. However, opportunities for parents to provide information about their child's home experiences are not wholly explored. As a result, they are not fully involved as part of the ongoing observation and assessment process. The nursery provides plenty of space and resources for a successful balance of adult-led and freely chosen or child-initiated activities. Staff interact with the children in a calm and comfortable manner, providing cuddles and stimulation as required. The 'Baby Biographies' and photographs of their families are displayed and used to ensure sense of belonging as children point to their parents with a smile. A good variety of equipment and exciting resources are offered. In particular sensory play, such as, jelly, chocolate, mouse and glupe are thoroughly enjoyed and a range of sensory bottles are explored by the youngest children.

The children aged between three and five years access a wide variety of exiting equipment. The staff support children's language effectively with a print-rich environment. Many songs and rhymes are played and sung to help develop children's listening skills and encourage them to enjoy using different words and sounds. They explore through exciting first-hand experiences, such as trips to local parks, visits from firefighters and the 'music man' and drama sessions. Environmental issues are a current focus. Used as a great learning opportunity, children visit the recycling centre and some lovely creations and photographs are displayed next to the recycling bins and used as a source of discussion between children and staff. Simple electronic equipment is used confidently as children learn what happens when various buttons are pressed. They use computers with ease, manipulating the mouse and finding the right keys to match and sort. Children's

creativity is valued and they regularly enjoy painting, drawing and colouring pictures. They use their imaginations well as they act out familiar and pretend situations in the role play areas and when dressing up. The welcoming and spacious outdoor area provides for a variety of experiences where children enjoy being active and develop good physical and coordination skills. There is a digging area where children explore and investigate with a range of tools or use the wheelbarrows to carry the soil to a different destination. Open spaces provide room to negotiate around each other on a range of cars and scooters or while throwing, catching or kicking balls. They enjoy scrambling through the tunnels and scaling up the climbing frame before sliding down to the ground. In the gazebo various groups of children like to sit to read stories, listen to the sounds of nature or absorb the tranquillity as they watch the ribbons blowing in the wind.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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