

Little Ripley Day Nursery

Inspection report for early years provision

Unique reference number EY272237
Inspection date 28/07/2011
Inspector Susan Rogers

Setting address 107 Warren Road, Birmingham, West Midlands, B44 8QL

Telephone number 0121 377 6442

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Little Ripley Day Nursery registered in 2004. It is one in a chain of nine nurseries in the West Midlands. It operates from a detached, converted house in Kingstanding, Birmingham. The children have access to a secure outdoor play area. The setting serves the local area.

The nursery is open all year round, except for bank holidays and sessions are from 7am until 6pm. Children attend for a variety of sessions. A maximum of 55 children aged under eight years may attend at any one time. Currently there are 74 children on roll, all of whom are in the early years age group. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare register. It is in receipt of funding for early education places. The setting supports children with special educational needs and/or disabilities.

There are 16 members of staff, including the manager, who work with the children. Of these, 13 hold a National Vocational Qualification (NVQ) at level three, one holds an NVQ at level two and is working towards an NVQ at level three and two staff are unqualified. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress as they are cared for by dedicated staff in a well-resourced setting. The setting works effectively with additional partnerships and parents ensuring that children with special educational needs and/or learning disabilities have care that meets their individual needs. Children are mostly able to enjoy a healthy diet and most of the policies and procedures are effective in protecting children's welfare. The system for observing and recording children's progress is developing well. Consultations with staff, children and parents contribute towards the measurement of the setting's effectiveness, ensuring that there is a system in place to drive forward improvements. This demonstrates that the setting has good capacity for ongoing improvement.

What steps need to be taken to improve provision further?

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

- review the hand washing procedures for babies promoting their good health and preventing the spread of infection (Safeguarding). 29/08/2011

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

- review the meals provided for children under 12 months so that these are healthy
- use children's observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as staff have good knowledge and know how to respond if they have concerns in respect of a child's care. The child protection policy is comprehensive and introduced to all staff during their induction process. Staff recruitment is sound with all staff having the necessary clearances in place to determine their suitability. The united staff group are supported in their role through an effective induction, appraisals and training opportunities which ensures their ongoing suitability. They actively contribute with their views and opinions at staff meetings and towards the measurement of the setting's effectiveness. The risk assessments are completed regularly and include outings and aspects of the premises. Staff supervise children's activities well, offering explanations so that children learn to become responsible for their own safety. This promotes children's understanding of their environment and their feelings of safety.

The premises are well resourced with a good range of play equipment that is well suited to the ages and abilities of the children that attend. Younger babies have chairs that support them well and encourage their independence. Older pre-school children are able to freely access one of four play rooms on the first floor, giving them opportunities to enjoy wide ranging activities that include a library and a computer room. Children of all ages access the outdoor play area frequently giving them opportunities to enjoy the fresh air and physical play activities.

There is a positive partnership with parents who have access to their child's development folder and regularly exchange information with staff as they leave and collect their child. Children who are settling in are provided with sensitive support as staff work closely with their parents to ensure continuity of care. Children are generally supported as they move to different settings and as they move into mainstream school. Children who speak English as an additional language and who have special educational needs and/or learning disabilities have good support as the setting works closely with additional agencies and responds to their advice and support.

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

Children enjoy their activities in this popular well attended setting. They grow in confidence as they form friendships with other children, enjoying their company as they share their play ideas. Children behave well and are considerate towards the

needs of others. They are learning how to share toys with each other. They take responsibility for their play environment as they tidy away their toys at the end of the session. Most of the routines are effective in protecting children's well-being and welfare. Medication is administered only with parent's written consent and all accidents are recorded. Staff have specific medical training to enable them to care for children who have specified allergies, protecting their well-being. Although older children's routines encourage their understanding of how to protect themselves against illness and infection, younger babies do not wash their hands before meal times which comprises their health and well-being. Children are learning about a healthy lifestyle as they play outdoors and enjoy fruit and vegetables during snack and meal times. Babies are served the same food that other children eat. Staff, however are unclear about the salt content of the meals that are served for babies who are under one-year-old which may compromise their health and well-being.

The system for recording children's progress is progressing well, with children's activities being evaluated against areas of learning. However, children's individual next steps are not consistently identified during the planning of future activities. Children are developing an understanding of the world around them as they successfully use tools to dig and explore what lies underneath the soil. They expand their play ideas by collecting the stones they discover and imagine these are treasure. They use magnifiers to examine bugs and insects more closely and learn about different lifestyles and cultures through discussions. Resources that reflect the wider world encourage children to understand the needs of others.

The programme for promoting children's problem solving skills is very good as they use a variety of construction equipment to create three dimensional shapes. They learn how to make their structures strong and use their creative and observational skills to make shapes that are recognisable. They use their number skills to make sense of their environment, counting the number of plates needed at meal times and how many children are in the group. Writing materials are readily accessible for all ages of children, this enables them to practise their emerging skills by making marks and creating their own books and art work. They readily access a wide range of books, being able to sit comfortably as they read to themselves or enjoy group story time. Consequently, children are confident communicators, ask questions to satisfy their curiosity and discuss their play ideas with staff and other children. Staff support children's play by ensuring the play environment is accessible and providing encouragement and suggestions as children explore.

Children experiment with their creative ideas as they use dressing-up equipment and lengths of brightly coloured material. A visiting musician encourages children to enjoy musical experiences, accompanying their singing with a guitar. They know the words to their favourite songs and confidently sing alone and with pre-recorded music matching their movements to the song.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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