

Little Ripley

105 Short Heath Road, Erdington, Birmingham, West Midlands, B23 6LH

Inspection date	11/06/2013
Previous inspection date	26/04/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff sensitively settle all children into the nursery, as they build strong bonds with their key children. Consequently children are happy, confident and secure.
- Children benefit from a wide range of activities and resources that support and promote their learning and development and as a result, all children make good progress.
- There are clear management structures in place, therefore teamwork and staff commitment is good as all staff clearly understand their role in ensuring all children enjoy a good range of learning and play experiences.
- The display of children's artwork including photographs of children's home life experiences and family relationships, positively re-affirms children's self-esteem.

It is not yet outstanding because

- There is scope to embed the use of the already good planning and assessment arrangements even further in order to secure how children's developmental progress is tracked.
- Self-reflection and evaluation systems do not always include staff's ideas, to ensure a whole team approach and to embed reflective practice.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to staff about care practices and play activities.
- The inspector reviewed documentation, including children's planning records and safeguarding policies.
- The inspector undertook a joint observation with the manager.
- The inspector spoke with staff at appropriate times throughout the inspection and discussed activities and care routines with them.

Inspector

Lisa Paisley

Full Report

Information about the setting

Little Ripley Day Nursery was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Erdington suburb of the West Midlands, and is privately owned. The nursery serves the local area and is accessible to all children. It operates from a converted two-storey building; there are five nursery rooms and a fully enclosed area available for outdoor play. The nursery employs 18 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3, and one member of staff holds a qualification at level 6. One member of staff holds Early Years Professional Status and Qualified Teacher Status.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 76 children attending who are in the early years age group. The nursery provides funded early education for two- three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review and extend assessment arrangements to ensure even more rigour in tracking children's developmental progress
- build on self-evaluation by extending how the views of staff are incorporated to embed reflective practice.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All staff have a good knowledge and understanding of children's individual learning styles, and the learning and development requirements of the Early Years Foundation Stage. The educational programmes for the prime areas of learning provide very good building blocks to support the younger children, leading into the specific areas of learning for all children. Children's assessment arrangements provide a good narrative of children's learning and it is clear to see that children are making good progress. However, these assessment arrangements are not fully embedded to ensure that children's developmental progress is accurately tracked to maximise all opportunities to pinpoint any gaps in their learning. The babies enjoy their time in the nursery as they are given the time and opportunity to

explore the range of activities provided, including sensory bottles, cubes, books and rattles. Staff interact with the babies effectively as they encourage them to explore and experience a range of resources, for example, building towers, and they scream with delight when the tower falls. Children aged under three years have good opportunities to explore a range of creative and sensory activities, including paint, sand and water. Their physical skills are effectively promoted as they enjoy playing in the garden where they push, pull and negotiate space including the small hill, with ease and enjoyment. As a result, the younger children are making good progress.

Older children have daily opportunities to learn about the natural world as they make observations of tadpoles and learn about lifecycles. There are also regular visitors into the nursery to enhance children's learning, such as the French teacher, the musician and the cookery teacher. Children particularly enjoy the well-structured cooking activity as they roll, mix and pat the mixture to make berry bread. All children are actively engaged, involved, concentrating, and working hard at the task in hand. These attributes support children's readiness for school when the time comes. There are also regular opportunities for children to go on outings to the local farm, library and parks, developing an awareness of the local community. Children are skilful in using a range of information and communication technology equipment, as they negotiate a range of suitable computer programmes to achieve their learning intention.

All children are supported in their communication and language skills as staff provide a positive environment where children are given the space and time to talk and listen with their friends and the staff, for example, during meal times and play in the role play area. There is a positive focus on children's books and stories as there is a good selection that children enjoy listening to. Older children show their enjoyment of books as they draw the main character of their favourite story. There are good mark-making opportunities for all the children. For example, the younger children's emerging mark making is promoted through creative activities, whereas the older children use a range of tools to write. The outdoor play area provides an exciting opportunity for all children to be active, energetic and explore. For example, the older children skilfully use scooters and tricycles to go up and down the small hills and they use the small climbing frame with purpose and ease.

Parents are actively encouraged to share information with staff about their children's experiences and achievements at home. This information is included in activity plans and also shared on the 'Little Ripley Apple Tree' in the main foyer, positively reinforcing individual achievements. Children's learning journals are available for parents to view at any time and staff encourage frequent information sharing regarding each child's learning and development. Parents are also invited to special events, for example, sports day. Children have good opportunities to learn about the wider world through the participation of a range of cultures and celebrations, such as the Olympics, Halloween and Father's Day.

All staff have high expectations of the children, as they regularly listen, carefully observe and skilfully question children during activities. For example, while participating in an obstacle course children are encouraged by staff to use their initiative and add onto the obstacle course. Their mathematical understanding is nurtured across the age range as

staff skilfully interweave mathematical concepts and positional language through daily interactions and routines.

The contribution of the early years provision to the well-being of children

Staff work with parents with regards to the settling procedure as a range of information, such as children's care needs and routines are shared, helping staff to understand and meet children's individual needs. New children are able to self-select their key person as staff assess the indicators that children use with regards to attachment and relationship building. Consequently, the key person system ensures the uniqueness of individual children is valued and the setting is fully inclusive.

Children's confidence and self-motivation is a strong aspect of the setting as all children are actively engaged in their learning. They are able to make choices about their play and are interested and effectively challenged in the range of activities and play resources that are provided, for example, gluing, dough, building blocks and small world play. The nursery has good quality artwork and displays in all playrooms skilfully using children's creations, for example, about road safety. There is also a strong focus of displaying photographs of children, their family and outside experiences. Children constantly look up, point to and talk about the photographs, re-affirming children's confidence and self-esteem. Staff are positive role models for behaviour as they talk respectfully to the children and treat them with kindness and consideration. As a result, children's behaviour is good as they form good relationships with their friends, solve problems and concerns, share, co-operate and take turns during the day. For example, during the cooking activity children regulate their behaviour well as they listen and share the utensils.

Care practices are consistently good as staff ensure all risks to children are minimised throughout the day, through daily observations and good supervision of the children. All staff remind children to wash their hands when required and move around the nursery safely both inside and outdoors on a regular basis, developing their own awareness of personal safety. Children on the first floor of the nursery safely negotiate the stairs when going in the garden and during fire drills. All children have a cooked midday meal that is prepared on site by the cook using fresh ingredients. Children from a young age independently eat their own meal using suitable knives, forks and spoons. Staff ensure meal times are a sociable and enjoyable time of the day so that children are relaxed and confident when eating their meals and snacks. Staff understand the importance of all children being active and playing outside on a daily basis, as they explore the space and use play equipment safely. The younger children have good opportunities to rest, as sleeping arrangements allow children to have sufficient rest helping them to re-energise. As a result, the babies and younger children are more effectively involved in activities and exploring the play environment when they are awake.

To help children with their transition to school, staff obtain information about local schools, such as uniforms, teachers and photographs of the school to share with the children prior to them making the move there. Older children are effectively supported in their transitions to school as they learn practical skills and co-ordination through everyday activities, such as pouring drinks, washing hands and putting on shoes. Transitions within

the nursery effectively support children moving group rooms as staff ensure they know the child and parents are fully informed about the routines of the room.

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

The dedicated and experienced registered provider and managers show clear leadership in their role to ensure that good quality care and education is maintained. The registered provider clearly understands their role in meeting the Early Years Foundation Stage requirements. The nursery has recently appointed an early years practitioner whom is responsible with the manager to monitor and evaluate the delivery of the educational programmes. The early years practitioner is passionate and enthusiastic about their role and has been getting to know the team and supporting the staff, for example, to complete the progress check at age two. Self-evaluation is in place and is reviewed regularly to reflect changes within the nursery. However, not all staff contribute towards self-evaluation, which does not embrace a whole team approach to reflective practice. Parents' views and suggestions are sought to help inform self-evaluation and future areas for development.

There are clear recruitment and vetting procedures in place to ensure all new staff are suitable in and for their role. There is an induction procedure in place for all new staff and the registered provider addresses any concerns at this stage. Regular supervision and annual appraisals promote staff's personal and professional development, to improve daily practice. All staff understand their responsibility in protecting children and ensuring they remain safe. There is a safeguarding folder in each group room, ensuring staff can access clear information whenever required. The safeguarding policy is regularly reviewed and updated. For example, the policy now includes the use of mobile phones within the setting. There are secure arrival and departure procedures as staff monitor the front entrance on a regular basis and the main door is secure at all times. The deployment of staff throughout the day ensures children are able to play freely and also, transitions, such as sleep and meal times are managed effectively.

There are effective partnerships with parents as staff work hard to build close and effective relationships with all parents. There is both written and verbal feedback at the end of the day and parents know who to talk to if they have a concern or any developmental issues regarding their child. In the mornings parents arrive quickly into the nursery, the staff ensure all information at that time is exchanged to ensure a smooth transition for the child. The foyer area of the nursery has information posters about Ofsted and other agencies and there are photographs of the staff, ensuring parents are fully informed. The nursery develops good links with the local schools and other settings that children attend to promote consistency with regards to children's care needs, learning and transitions. Staff contact local schools to share information with teachers with regards to children's development and next steps in their learning, to promote continuity of experiences for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY224723
Local authority	Birmingham
Inspection number	872493
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	76
Name of provider	The Little Ripley Day Nurseries Ltd
Date of previous inspection	26/04/2011
Telephone number	0121 382 8881

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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