

Little Ripley Day Nursery

268 Kingsbury Road, Erdington, Birmingham, West Midlands, B24 8RB

Inspection date	18/09/2013
Previous inspection date	12/04/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children enjoy their time at this welcoming and supportive nursery where they can explore, make their own discoveries, solve problems and learn skills for life to ensure they are ready for their next stages in their learning.
- Practitioners have a good understanding of how children learn. They make the most of opportunities to promote children's learning through play and give children opportunities to make choices and direct their own play and learning.
- Inclusion is given good priority and effective partnerships between parents, carers and other agencies ensure children's needs are met and they achieve well.
- The nursery fulfils its responsibilities in meeting the safeguarding and welfare requirements. Potential risks to children are minimised through effective safeguarding and risk assessment procedures.

It is not yet outstanding because

- Opportunities for children to further enhance their very good learning in some aspects of outdoor play have yet to be fully embraced, for example, by providing resources to promote their literacy and numeracy skills.
- Sometimes, opportunities for babies to spend more time in the outdoor play space, to further enhance their physical skills and well-being, are not yet fully extended.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all playrooms, children having their lunchtime meal and children playing in the outside play area.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and looked at a range of policies and procedures.
- The inspector looked at a range of documentation, including risk assessments, recording procedures for children's attendance, accidents and medication records, children's assessment records and planning documentation.
- The inspector spoke to the manager, practitioners and children throughout the inspection.
- The inspector held meetings with the manager and provider.
- The inspector took account of the view of parents and carers spoken to on the day.

Inspector

Jacqueline Nation

Full Report

Information about the setting

Little Ripley Day Nursery was registered in 1994. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is one of nine settings owned by a private provider. It operates from a detached Victorian house located in the Erdington area of Birmingham. There is an enclosed area available for outdoor play. The nursery serves the local and surrounding areas.

The nursery employs 15 members of childcare staff, all of whom hold early years qualifications to at least level 3. One practitioner holds Early Years Professional Status and one has a Foundation Degree. The nursery opens Monday to Friday, all year round. Children attend for a variety of sessions, from 7am until 6pm. Currently, there are 62 children on roll, all of whom are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery receives support from the local authority and is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- enhance further the opportunities for children to play and extend their learning in the outdoor area, for example, by providing resources to develop their literacy and numbers skills
- enhance the opportunities to further promote children's physical development, health and well-being by providing more opportunities to spend time outdoors, this relates specifically to younger children in the nursery.

Inspection judgements

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

Children are happy and enjoy their time at this welcoming and friendly nursery. They are cared for in premises that are well organised and secure. Practitioners welcome children as they arrive and spend time talking to them to help them feel comfortable. All areas of the nursery are brightly decorated and clean. This creates a stimulating environment for children, who make good progress in all aspects of their learning. This prepares them well

for school. Older children enjoy moving between the indoor and outdoor areas, developing a high level of confidence and independence. Toys and resources are easily accessible to all children. This particularly promotes babies and younger children's physical development and confidence as they begin to reach out and move around to explore a wide range of brightly coloured interactive toys. However, opportunities for babies to spend more time outside are not as frequent as possible, which means their play, learning and well-being are not always richly enhanced.

Children benefit from being cared for by practitioners, who are enthusiastic and committed to the role. They know children well and understand each child's characteristics, starting points in their learning and their ongoing development needs. Practitioners have a good knowledge and understanding about how children learn. Effective observation and assessment procedures enables practitioners to identify children's individual learning needs and plan activities based on their interests. Children's progress is monitored well and any gaps in learning are identified. This means that practitioners can plan in a precise way to ensure children continue to move forward in their learning. Regular assessments of children's learning and development are shared with parents. Each child has their own 'learning journal', which gives parents a good overview of the progress their children are making. Parent's views are valued and they are encouraged to be involved in their child's learning at home. They talk to practitioners about children's expressed interests, this is recorded in the 'ideas' book and incorporated into future planning. This very effectively supports children's growing interests and play preferences. Some children love to recall activities and events by looking through their rooms 'Floor book', which very clearly shows children's enjoyment in a wide range of activities and outings. Photographs show that children are captivated by their play experiences, especially the huge water play session in the garden during the warmer weather and a more recent trip to a scientific museum in the city centre.

Children are developing skills to become effective early learners. Practitioners ensure there is sufficient time and space for children to concentrate on activities and experiences. This very successfully enables children to explore their own interests and use their imagination as they make up their own games. Practitioners listen carefully to what children say and ask them questions to help them develop their understanding. Children make choices about what they would like to do, they are strong communicators and older children use language expressively. Practitioners encourage children to make links in their learning through their skilful intervention. They encourage children to work out how to do things themselves. For example, when children play a fishing game, they are very proud when they catch a fish that has a letter on it linked to their name. During a painting and drawing activity children talk about painting pictures of their 'mummies' and 'mixing it up, 'it's my nanny now'. They talk about their favourite colours and draw 'triangles' and a 'spider and spider's web'. Children are happy playing in small groups, or individually, when they become absorbed in an activity of their choice. Children use their imaginations very well during small world play, when they play with the farm and animals, or while pretending to cook 'potatoes' in the role play area. Younger children become engrossed in sticking activities. They love to explore the texture of the glue and a varied range of materials for sticking, asking for 'more please' to make their creations. Practitioners take every opportunity to question and challenge children's thinking. Overall, the quality of teaching is good.

All children benefit from good interactions with practitioners and babies have lots of one-to-one contact and cuddles. Older children are supported well as practitioners are always close by to guide and enhance their play and learning. All children receive plenty of praise and encouragement for their achievements. This helps them to feel good about themselves. Practitioners effectively foster children's communication skills. They respond well to the gestures and sounds babies make and older children are helped to develop their speaking and listening skills as they play. Practitioners emphasise words during play and encourage children to join words together to build up sentences. All children are encouraged to express themselves through play. They all love to sing songs, play circle games, such as the 'hokey cokey' and like to relax and listen to stories.

Children's mathematical development is fostered from an early age. Practitioners ensure shapes names, colours and positional language are used through play. Older children love to explore their 'surprise bag', which contains a wide range of bricks of differing shapes for building, sorting and counting. Children sing number songs, complete puzzles, work out how to fit a train track together and build models using a range of construction bricks. Children's expressive art and design skills are supported well. They enjoy role play, art and craft activities, using a range of resources to make marks, such as, sand, water, shaving foam and chinks. Children's awareness and understanding of the wider world is promoted well. They have access to a variety of resources, including a range of posters and books, which promote positive images of diversity. Visitors to the nursery enable children to take part in different activities, such as, cooking activities linked to healthy eating, speaking and singing in French and enjoying musical experiences and playing instruments. These activities enhance children's learning and development experiences and help build their confidence and knowledge while having fun.

Older children talk about what they enjoy doing at the nursery. They said they like to build dens, play outside, paint and make sand castles. Outdoors children are involved in growing fruit and vegetables and they like to ride on bikes and scooters. While the provision is well resourced, overall, there is scope to enhance the learning environment in some areas to enable children to make further choices to extend their enjoyment and achievement. For example, the nursery has yet to fully exploit the learning opportunities in the outdoor area to maximise learning experiences, particularly in relation to enhancing literacy and numeracy skills. This means children's learning in this area is not always as well promoted as possible.

Partnerships with parents are effective. Practitioners exchange information each day and use communication diaries for the younger children. This ensures parents are well informed about activities and the care of their child. Children's movement between rooms within the nursery is handled sensitively. Transition reports from their key person provide an up to date overview of children's learning and development. This means that children's continuity in their care and learning is enhanced.

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

Children enjoy their time at this friendly and welcoming nursery. They develop close and caring relationships with all practitioners and particularly with their key person. This helps children feel safe and secure. Practitioners work closely with parents during the settling-in sessions to gain an insight into children's individual needs and daily routines. They use 'All about me' forms to record information about children's interests. Practitioners carry out baseline assessments to consider children's starting points in their learning and development. Practitioners know children well and speak about their unique characteristics and their differing needs.

A good emphasis is placed on promoting children's personal, social and emotional development. Practitioners talk to children about their feelings and emotions and help build relationships with their peers from an early age. All children, from the youngest baby, show a strong sense of belonging within the provision, for example, they move closely to a practitioner when a visitor enters the room. Practitioners plan activities to help children get to know each other, for example, in the baby room they sit together and sing songs and older children have small group times. Practitioners provide children with calming experiences throughout the day, such as cuddles and story sessions. Good attention is given to monitoring the care routines of babies and younger children, especially in regard to their feeds, meals and sleep routines. Parents have opportunities to speak to practitioners at the end of each day to discuss their child's well-being and achievements. Good arrangements are in place when children move rooms within the nursery, with gradual introductions to their new room with their key person help with a smooth transition. Practitioners make sure that the new key person is knowledgeable about each child's needs, interests and parents' preferences.

Children's specific health, dietary needs and allergies are well documented and understood by the practitioner team and nursery cook. This ensures children's specific needs and parents' preferences are met. A healthy lifestyle is encouraged with a strong focus on healthy eating. The nursery has achieved a 'Healthy Setting Award'. Children enjoy nutritious lunchtime meals cooked freshly on the premises each day. They enjoy fresh fruit and bread sticks at snack time and their drinking bottles and cups are easily accessible. Lunchtimes are enjoyable for children as they have time to sit and chat together. Good hygiene practices and rigorous cleaning routines within the nursery help to minimise the risk of cross infection. Children wash their hands before eating and have individual bedding if they need to sleep or rest.

Safety within the setting is given good consideration and effective steps are taken to minimise risks to children. For example, the premises are secure, practitioners are well deployed and they are vigilant and supervise children well. Children's behaviour is good. Practitioners help children to learn about the rules for being together, such as, sharing, taking turns, having kind hands and being nice. They promote the use of good manners and consideration for others. Positive friendships between children are clearly evolving and this is evident as they play together well. Practitioners praise children for their achievements and this helps to boost their confidence and self-esteem. Children learn how to keep themselves safe as practitioners help them to use resources and equipment in a safe way and they take part in regular emergency evacuation drills.

This is an inclusive nursery where all children and their families are valued equally. There are effective strategies in place to provide support for children with English as an additional language to ensure they make good progress in their language and communication skills. Practitioners engage children well to learn about different cultures and people through planned and spontaneous discussion and activities. They take part in a range of festivals and celebrations and parents are encouraged to share information about their own cultures. Very good attention is given to partnership working with local agencies to secure timely intervention and support for children with special educational needs and/or disabilities. Practitioners and parents work together to review play plans and individual educational plans to ensure children make good progress in their learning and development. Children are well prepared for the next stages in their learning and are effectively supported in their transition to school. Children are developing skills to effectively support them in their future learning. They use their imagination well, develop independence and are happy and enjoy what they are doing. Their all-round development is fostered successfully.

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

Leadership and management of the setting is good. Self-evaluation plans and reflective practice provide a continued systematic improvement of the quality of the provision. The nursery is one of a number owned by the same provider. Regular management meetings across the nurseries work well to further promote quality improvement. The management team are quick to respond to any incidents or concerns. They deal with issues appropriately and take prompt action to ensure children's welfare and well-being is protected. The inspection was brought forward in response to a concern raised about managing children's behaviour. The management team responded by reviewing the procedures within the nursery with regard to safeguarding, whistleblowing and behaviour management. Additional training has been organised for practitioners to ensure appropriate intervention and action taken, linked to children's behaviour, is dealt with in an appropriate way. Furthermore, the aims and objectives of practitioner supervision meeting have been extended, to make sure all practitioners are fully aware of their role in safeguarding and protecting children. A safeguarding policy is in place and most staff have attended training and know who to report concerns to so that children are well protected.

Recruitment, vetting and induction procedures ensure practitioners are suitable for their role. All the required documentation and recording procedures to meet the welfare requirements are in place. This includes attendance registers, medication and accident records. Risk assessments are conducted annually and specifically for individual rooms within the nursery. A monthly audit check is in place to ensure the assessments remain effective to minimise potential risks to children. Effective practitioner deployment ensures that children are well supervised at all times.

The management team have good systems in place to monitor the effectiveness of the educational programmes. They work closely with practitioners to assess the quality of

teaching and learning to ensure children are effectively supported in their learning. Planning and assessment documents are reviewed to ensure any gaps in children's learning are clearly identified and planned for. Partnerships with parents and carers and external agencies are strong to ensure children's needs are met. Parents can play a full and active role in their child's learning. Transitions for children when they move onto school are well thought out. The nursery has effective links with local and schools. They provide parents with a developmental summary, which they can share with the school to help the smooth transition to the children's next phase in learning. Parents speak very positively about the nursery and the progress their children make. Some parents say 'it's a lovely nursery' and a 'tremendous nursery'. They go out of their way to help parents and children settle in and they receive plenty of feedback about their child's day and care routines. Children enjoy attending this very welcoming nursery where they develop highly positive relationships with their peers and the underpinning skills needed for their future success as they move onto school.

The Childcare Register

The requirements for the compulsory 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	229078
Local authority	Birmingham
Inspection number	932267
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	62
Name of provider	The Little Ripley Day Nurseries Ltd
Date of previous inspection	12/04/2010
Telephone number	0121 373 8863

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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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