

Little Ripley Day Nursery

243 Marsh Hill, Erdington, BIRMINGHAM, West Midlands, B23 7HY

Inspection date	16/10/2014
Previous inspection date	07/06/2010

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		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff provide an enabling environment, both inside and outside, so that children can actively initiate their learning and extend their own ideas.
- Children are happy and settled in this warm and welcoming nursery. They develop secure emotional attachments with staff and build friendships with other children.
- Children are well safeguarded. This is because staff are knowledgeable about their role and responsibility to keep children safe and secure.
- Staff work effectively with parents to ensure continuity of children's learning at home and in the nursery.

It is not yet good because

- The arrangements for supporting children's individual learning are not robust because not all staff consistently observe, assess and plan for children's next steps.
- The manager's monitoring processes are not robust enough to ensure effective planning and assessment is consistently in place to challenge children.
- Staff do not consistently support children in following good health and hygiene practices throughout the nursery.

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 observed activities in all of the playrooms, in the garden outside and the interaction and learning between staff and children.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector sampled a range of documents, which cover the learning and development requirements, including observations, planning and assessments.
- The inspector held a meeting with the provider and the manager. Discussions took place between staff, children and the inspector at appropriate times during the inspection.
- The inspector took account of the views of parents and carers by viewing documentation provided by the nursery.

Inspector

Trisha Turney

Full report

Information about the setting

Little Ripley Day Nursery opened in 1988 and is one of 10 nurseries within a privately owned group. It operates from a detached building in Erdington, Birmingham. Access to the nursery is via steps leading to the front of the building. There is also pushchair and wheelchair access via a path to the side of the building. The nursery opens five days a week all year round, except for bank holidays. Opening times are from 7am to 6pm. Children attend for a variety of sessions. There are currently 78 children attending who are in the early years age group. The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The nursery employs 18 members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use observation and assessment effectively to track children's progress, focusing on the precise planning of the next steps in their learning and development.

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

- develop the processes for monitoring and evaluating the planning and assessment arrangements for children, ensuring they are accurate, up to date and targeted to meet the individual needs of each child
- improve routines to ensure good health and hygiene practice routines are followed, this is with particular regard to snack time procedures.

Inspection judgements

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

Children make suitable progress at this nursery. This is because the manager and staff have an appropriate understanding of the development of children. Staff have an awareness of the ways in which children learn and provide them with opportunities to explore, investigate and to learn through first-hand experiences. Children enjoy attending the nursery and are involved in learning through playing and exploring. For example, babies delight in exploring a variety of musical instruments while older children play with

jungle animals in water. Staff provide children with easy access to pencils and crayons in the garden and indoors. This enables them to practise the movements they will need to be able to write. Staff use this time well to encourage conversation about diversity. For example, as children draw pictures of themselves and their family, staff engage them in a discussion about differences. Children talk about similarities and differences in appearance, such as hair colour. This helps children to learn to respect and tolerate each other's differences. Daily stories, read by staff, provide an opportunity for children to listen and talk about what they can see in the pictures.

Children develop mathematical skills as they count objects during play and through routines. For example, staff encourage children to count how many cups are needed on each table at lunchtime. Children play imaginatively with small world toys, such as the farm animals and staff extend their language skills as they encourage younger children to imitate animal sounds. Children demonstrate their awareness of technology as they play with electronic toys, excitedly pressing buttons to make musical sounds. Staff observe children at play and some staff record their achievements through written observational notes and photographs recorded in their learning journals. However, not all staff observe and assess children's progress regularly. This means that staff are not able to ensure that activities are tailored to build on what each child knows and can do. As a result, methods to track children to be sure they are making the progress they should are not always effective. Consequently, the educational programmes lack depth or breadth and do not target children's individual next stage in their learning. This means that children's good progress is not assured and they are not developing good levels of skills in readiness for school.

Children with special educational needs and/or disabilities are sufficiently monitored and supported. The nursery works well with other agencies, such as the local authority and sensory support staff, to ensure that each child receives the adequate level of support needed. Suitable arrangements are in place to support children who speak English as an additional language. Staff gain key words from parents to enable them to communicate with them and meet their needs. Staff share a sound partnership with parents, which enables them to gather information about children's routines and starting points. This enables staff to provide suitable support for children. Staff help parents to understand how their children are learning by sharing information about the Early Years Foundation Stage in newsletters and displays. Parents receive regular information about children's progress through daily chats during arrival and departure time and can make an appointment to see their key person at any time. Staff encourage parents to share photographs and record any significant achievements, which children make in their learning at home. This means staff have an understanding of children's development outside the nursery.

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

Children develop positive relationships with staff, they feel secure and generally enjoy their time at the nursery. Staff offer flexible settling-in visits and allocate a key person to each child. Staff use this time to gather useful information from parents, including their interests and any languages they hear and speak at home. Staff ensure that key words

are known and used when supporting children who speak English as an additional language. Staff follow the children's own routines, such as those for resting and feeding, especially for the babies. This helps to build relationships and helps children feel emotionally secure. There is a sound system for supporting children as they move into the next room. They have regular visits to meet their new key person and play with the children in their new room. Children's creative work and family photographs are displayed throughout, which helps children develop a sense of community and belonging.

Staff use appropriate strategies to support learning. For example, acknowledging children's contributions and praising their achievements appropriately throughout the day. The indoor environment is set out well with an adequate range of equipment accessible, enabling children to make choices, which encourages them to become confident learners. Staff understand the importance of helping children prepare for changes in their lives. For example, when children are getting ready to move on to school staff talk to them about what to expect. They show the children photographs of their new school and encourage them to try on school uniforms during role-play activities. As a result, children are emotionally well-prepared when they move onto school. Staff teach children how to keep themselves safe. For example, they remind them to stand in a line and walk slowly when going upstairs.

Staff generally support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. Children's physical development is promoted in a variety of ways as they explore the outdoor environment. For example, they enjoy playing with sand and riding on bicycles. Healthy eating is promoted within the nursery because staff talk about healthy food choices through discussions and create healthy lifestyle display boards with children. Children are learning about some hygiene routines, such as washing their hands after visiting the toilet. However, there are times when children's early understanding of good health and hygiene practices are not promoted as well. For example, staff place pieces of fruit directly on the table for children to eat or encourage children to sit on the floor or walk around while eating. As a result, children's well-being is not fully supported. Older children are chosen to be the helper at lunchtime and help to set out the cups on the table. Therefore, they gain some self-help skills in preparation for their eventual move to school. Staff sit with children at meal times, making it a social occasion, as they talk with children and spoon feed babies. Children benefit from healthy nutritious meals that are cooked on the premises daily and the cook adapts the food to cater for any children who have special dietary needs.

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

The manager and staff have a suitable understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and appropriate records are kept. They understand the policies and procedures for safeguarding children and are clear regarding their roles and responsibilities to ensure children are protected and kept safe. Appropriate recruitment and vetting procedures ensure all staff are suitable to work with young children. New staff undergo a thorough induction process, to ensure they are familiar with

the nursery and the policies that govern it. Relevant documentation is in place for the smooth running of the nursery. For example, a set of comprehensive policies and procedures and accurate records of children's personal details are effectively implemented. Children are kept safe in the event of minor accidents and injuries because most staff have updated first-aid certificates. All visitors are asked to sign in and out of the nursery and staff complete suitable risk assessments and daily checks. Therefore, children are cared for in a safe and secure environment.

Staff attend team meetings and have individual supervision meetings with the manager. This means that the manager supports their continuous professional development and is able to identify any training needs. Staff have a suitable knowledge of how children learn and they generally plan appropriate experiences for them. However, the monitoring of the educational programmes and assessments of children is not robust, consistent and precise enough to accurately identify where children need more challenge to reach their full potential. For example, some staff have not completed regular observations of children and have not tracked any progress made. The nursery uses children's individual learning journals for recording observations and achievements. However, the manager does not routinely review the records to ensure every staff member is effectively monitoring progress. It also means that if the key person is not available other staff do not have access to all information about the child. As a result, there are weaknesses and inconsistencies in the practice of some staff and managers are unable to maintain a good overview of all children's progress. Consequently, children do not make the best possible progress.

Strong links with different agencies enable the manager and staff to seek advice and to work with other professionals to accurately assess and plan for the individual needs of children who have additional needs. The manager and staff also have effective relationships with local schools that children move on to. Key persons pass on appropriate information about children's progress to the schools they are moving on to and help to prepare children for different aspects of school life and learning in new surroundings. This helps children make smooth transitions into full-time education. Partnerships with parents and carers and other agencies are well established and make a strong contribution to meeting children's needs. Staff and parents regularly exchange information about babies' and children's care, learning and development. Parents appreciate the good quality information they receive about how the nursery operates and about their own child's routines, activities and achievements. Taking into account the views of parents and her staff, the manager evaluates and reviews the nursery on a regular basis in order to improve the outcomes 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	228963
Local authority	Birmingham
Inspection number	866405
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	78
Name of provider	The Little Ripley Day Nurseries Ltd
Date of previous inspection	07/06/2010
Telephone number	0121 377 6637

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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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Piccadilly Gate
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M1 2WD

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