

# Little Ripley Day Nursery

28 Oscott School Lane, Great Barr, Birmingham, West Midlands, B44 9AE

## Inspection date

07/11/2014

Previous inspection date

15/07/2010

## The quality and standards of the early years provision

**This inspection:**

3

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 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 plan well for children's individual learning needs through effectively assessing the stage they are at and planning interesting, challenging activities to enhance their development further.
- Children form secure attachments with staff and show a high sense of belonging due to the effective settling-in procedures and key-person system.
- Partnerships with parents promote continuity of care and learning. Staff share relevant information on a daily basis and parents are encouraged to be involved in their children's learning at home, which helps to promote children's good progress.

### It is not yet good because

- Not all staff have robust knowledge and understanding of the safeguarding procedure. They are not clear about who to contact should an allegation be made against the management team. Consequently, children's safety is not assured.
- Staff do not always consider and plan mealtimes effectively. Consequently some children get restless waiting at their tables for their meals to arrive.

## 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 the playrooms and the outside play area.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and spoke to staff and children throughout the inspection, as appropriate.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Kulwant Singh

## Full report

### Information about the setting

Little Ripley Day Nursery was registered in 1993 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a detached building in the Great Barr area of Birmingham. The nursery serves the local area and is accessible to all children. It operates from 7am to 6pm and there is an enclosed area available for outdoor play. The nursery employs 22 members of childcare staff. All staff hold appropriate early years qualifications at level three. The nursery opens Monday to Friday, all year round. Children attend for a variety of sessions. There are currently 92 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all staff understand the safeguarding procedure, including what to do if an allegation is made against the management team, to ensure prompt and effective action is taken to safeguard children.

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

- further raise staff's awareness of how to effectively support all children's individual needs, for example, consider and effectively plan mealtimes so that children are not waiting for long periods at their tables.

## Inspection judgements

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

The staff team have a good understanding of the Early Years Foundation Stage and effectively promote the learning and development of young children. Baseline assessments are carried out when children first attend the nursery by gathering information from parents during induction. Observations are evaluated and next steps are identified and used for further planning. At the end of each term, staff track children's learning and development to identify any gaps. These are then addressed through careful individualised planning, for example, children who have difficulty in their speech receive targeted support from staff and other professionals. As a result, children make good progress in their learning and development. Staff also carry out the progress check for children aged between two and three years. This is carried out in partnership with parents by incorporating their views. Staff have also created a parents' board where they are able to

place notes recording learning that they have observed at home. This is then used by staff to assess children's abilities and added into children's learning journals. This ensures staff have a complete picture of children's abilities and parents are encouraged to build on their child's learning at home.

Children enjoy making marks throughout the day. For example, children draw pictures using coloured crayons and talk to staff, telling them who is in the picture. Staff effectively question children during activities, which encourages them to speak. Older children attempt to write their names independently, which prepares them for their transition to school. Staff provide a wide range of activities that support the physical development of children. For example, toys that encourage children to climb and tunnels for them to crawl through are on offer. Other soft play materials have mirrors on them, which staff encourage the children to look in. This further encourages children's language skills, as they discuss what they can see. Through effective interaction and engagement, younger children show that they are happy as they babble away to staff contentedly. Toys are stored at children's level and they are able to crawl and get to their chosen toys when they require them. Staff effectively plan music sessions. The music man comes in to the nursery on a regular basis. He plays the guitar and sings songs that have actions. Children show lots of excitement as he changes the tones and the tempo of the music, from slow to fast and quiet to loud. Consequently children learn about different sounds, beats and rhythms. Staff have a good rapport with the children and, as a result, the children engage showing good levels of concentration. Staff encourage mathematical development through singing rhymes. As a result children learn to count forwards and backwards. Consequently, they make good progress towards the early learning goals through a wide range of activities and resources. This helps children to be ready for their next stage in learning, including school.

Staff work closely with parents from the outset. Relaxed meetings with parents give staff opportunities to observe children and discuss their progress. This promotes positive and supportive relationships and involves parents in their child's time at the nursery. Staff have good knowledge of how to support children who are learning English as an additional language. They work with parents to provide children with familiar words in their home languages, which staff then use to help children to settle.

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

Children's well-being is not fully promoted. Although most staff demonstrate an appropriate understanding of the safeguarding and welfare requirements, some staff do not have sufficient understanding of the safeguarding procedure. Not all staff know how to follow up allegations, should these be made about the management team. Nevertheless, children are generally developing a sense of personal safety within the setting. For example, children are adequately supported in taking safe risks when trying new activities, such as climbing onto soft play equipment. Children understand that they need to put toys away so they do not hurt themselves and learn to keep themselves safe. Staff are warm and friendly, which means that children settle easily. They happily go to staff for comfort,

reassurance and support and show a sense of belonging. Each child is assigned a key person who is responsible for initiating assessments and liaising with parents.

Children benefit from a wide range of healthy snacks and drinks throughout the day. Staff use mealtimes as an occasion to engage in meaningful conversations with children and to help them use a knife and fork independently, providing some assistance when necessary to cut their food. However, staff do not consistently support children's individual needs at mealtimes. Children are, however, unsettled because they have to wait for long periods, sitting at their tables for meals to arrive. As a result, children become disengaged and restless. Children learn about healthy lifestyles through a variety of spontaneous and thoughtfully planned activities, alongside everyday discussions. For example, staff encourage children to try foods, such as carrots, which they do not usually like. This is done by giving reinforcements, such as stickers and praise. Staff provide children with plenty of fresh air and exercise. Children are encouraged to develop their physical skills, both indoors and in the outdoor area.

Children's independence is fostered well because staff encourage them to do things for themselves, such as pouring their drinks and serving their own meals. Children demonstrate personal care skills appropriate for their age and stage of development. For example, children clean their hands after visiting the toilet and wash and dry their hands without assistance. In addition, activities are stored in low-level units to encourage self-selection and child-initiated learning. Children generally behave well and listen to staff, who are positive role models. Staff give clear instructions as to what is acceptable behaviour and they teach children to share, be kind and consider each other. Staff also explain why rules are in place. For example, older children understand that they may fall if they do not sit properly on chairs. Staff continually reinforce children's self-esteem by recognising and praising their observance of safety, particularly when walking up the steps to the outside play areas. Children are emotionally well prepared for the next stage in the learning because staff give careful consideration to how to prepare them for school. The nursery has partnerships with local schools and staff invite teachers to attend some of the nursery sessions. Consequently, children make the move to school with some confidence, ready for their new learning journey.

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

The management team demonstrate a suitable knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. However, they have failed to ensure that all staff have the required knowledge and understanding to follow procedures for safeguarding, specifically if allegations are made against the management team. Not all staff know who they should contact if an allegation is made and are not fully aware of the role of the Local Authority Designated Officer, even though this is referred to in the nursery's safeguarding policy. This is a breach of the Early Years Foundation Stage and the compulsory part of the Childcare Register. Staff demonstrate that otherwise they have secure knowledge of the safeguarding policy. They recognise the signs and symptoms that

may indicate abuse and know the procedures to follow if they have concerns about a child. Therefore, the impact on the welfare of the children is minimised. There is a mobile phone policy in place to protect children from unrestricted use and the management team ensure all staff, visitors and parents adhere to this. Staff mobile phones are securely stored in lockers, which are situated in the staff toilet area. Robust recruitment, vetting and induction systems are in place to ensure staff are suitable for their role. Staff's ongoing suitability is supported through effective supervision sessions and regular team meetings. As a result, staff work well as a supportive team. Staff ensure risk assessment procedures are sound and complete constant checks of the premises, monitor children's activities well and complete regular checks of the equipment to ensure children are kept safe and secure.

Staff understand their responsibilities to meet the learning and development requirements of the Early Years Foundation Stage. They provide a range of appropriate activities that complement the needs of the different range of children who attend. The management team monitors children's learning generally well, to ensure all children make progress. This is regularly reviewed to identify the need for any required interventions. Staff effectively plan for children's individual needs and focus on providing a balance of adult-led and free play activities. There is a system of self-evaluation, with an emphasis on involving all staff, parents and children in working together to develop the nursery. Parents are very positive about the nursery and comment on the commitment and high standard of care that staff provide to their children. Staff use parent ideas to support their children's learning at the nursery. Links with external agencies are also developing well. For example, the nursery works closely with a range of other professionals, such as health visitors, speech and language therapists and local schools to ensure the needs of all children are met.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

#### **To meet the requirements of the Childcare Register the provider must:**

- train all staff on the written statement of procedures, to be followed to safeguard children from abuse or neglect, including how to respond to allegations made against the management team (compulsory part of the Childcare Register).

## 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

<b>Unique reference number</b>	228962
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	866404
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	60
<b>Number of children on roll</b>	92
<b>Name of provider</b>	The Little Ripley Day Nurseries Ltd
<b>Date of previous inspection</b>	15/07/2010
<b>Telephone number</b>	0121 360 5095

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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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