

Little Ripley Day Nursery

2 Goldieslie Road, SUTTON COLDFIELD, West Midlands, B73 5PQ

Inspection date

09/12/2014

Previous inspection date

07/06/2010

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Staff have an excellent knowledge of how children learn through play and use their observations to plan exciting activities, which help children to reach their full potential.
- Teaching is very good and staff take every opportunity to build on children's learning. There is precise assessment of children's progress, which means staff identify and address any gaps in learning very effectively.
- Excellent partnerships with parents mean that all children's needs are met through information sharing and working with staff. Children's health and well-being are given very high priority.
- Children are extremely safe because the manager ensures that all staff have a full understanding of safeguarding. This is given the highest priority at the nursery and there are robust procedures in place to protect children.
- The monitoring of staff performance, training and self-evaluation is exceptionally well organised. Training is tailored to the needs of staff and the nursery so that children benefit from continuous improvement in their learning experiences.
- The management team and staff are highly motivated and work very effectively as a team to focus on aspects of the provision they wish to improve, so that the very high quality provision is maintained.

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 six playrooms and the outdoor play area, including a joint observation with the manager of the nursery.
- The inspector held meetings with the manager and the provider of the nursery.
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of the suitability of staff working in the nursery and a range of other documentation.
- The inspector took account of the views of parents, carers and children spoken to on the day of inspection.

Inspector

Catherine Sharkey

Full report

Information about the setting

Little Ripley Day Nursery registered in 2006. It is one in a chain of nurseries in Sutton Coldfield, West Midlands. It operates from a detached, converted house. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open Monday to Friday, from 7am to 6pm, all year round, except for bank holidays. There is an enclosed area available for outdoor play. The nursery employs 17 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. Three members of staff, including the manager, hold a qualification at level 5. Children attend for a variety of sessions. There are currently 81 children attending who are within the early years age range. The nursery receives funding for the provision of early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and receives support from the local authority.

What the setting needs to do to improve further

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

- continue to extend the already excellent partnership with parents by facilitating even further ways for them to access and contribute to their child's progress records at any time.

Inspection judgements

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

The nursery staff have an excellent understanding of how children play and learn, which is apparent in their high quality teaching and planning. Children are assessed once they are settled at the nursery, using information from staff observations and from parents, which is shared on the child's entry. This gives each child's key person a starting point so they are able to build on children's learning. They know children very well and make detailed observations of their play in relation to the early learning goals, all of which are covered in detail through the exciting activities. Children's interests and individual learning styles are taken into account during planning and the next steps in their learning are built into the activities, which mean that all children's individual needs are fully met. Ongoing assessment is precise and means staff identify and address any gaps in learning rapidly, so that children make extremely good progress. Staff focus on clear learning objectives for the activities and allow children the freedom to develop their own learning experiences, which means they are extremely well prepared for the next stage in their learning and for school. Parents are exceptionally well informed about children's activities and progress. They are very involved in children's learning, both at home and at nursery, as they share daily information with staff about their child's achievements. Excellent support and guidance is provided for parents, which enables them to access further information about

how to help children in their learning and development. There are even further opportunities for the nursery to facilitate this so that parents can access and contribute to children's progress records at any time.

A wealth of stimulating and challenging activities is provided for all children so that they experience a rich and varied range of learning opportunities. All the nursery rooms are extremely well organised in to areas for role play, creative activities, choosing books and a wealth of other choices for children. All the toys and resources are stored at low levels so that children are able to see and choose what is available. Children are very excited and enthusiastic in their play and are fully engaged in the very well-planned activities. Babies really enjoy exploring a wide range of textures and objects as they play with dry cornflakes and all kinds of exciting objects they find in treasure baskets. They use their hands, feet and mouths to experience these textures and tastes. They smile and gurgle as they shake plastic bottles that contain many different substances to produce a range of sounds, colours and effects. Toddlers join in enthusiastically with action songs and count how many bags of wool a toy sheep has as they sing and clap. Staff interact extremely well with children and increase their confidence and language skills as they encourage children to repeat words and sounds. Pre-school children are particularly well prepared for school. They develop their early reading, writing and mathematical skills extremely well with the skilful support of staff.

Children enjoy making models from recycled materials. Staff notice that children prefer to experiment with sticking and gluing as they move objects around until they are happy with their models. As this is not possible once the items are stuck, staff provide jam, syrup, chocolate spread and mashed potato for children to use to stick wooden blocks together. This means they can move them around as they need to and are challenged very effectively as they work out how to stop towers falling and to create a strong base for these. Staff extend this activity further, as children take photographs of their models, so another activity is planned around using the digital camera and printing the pictures. Children develop their physical skills very well, as the outdoor area is very exciting and provides many opportunities for children to play in the mud kitchen, ride bikes and to climb and balance. Further challenges are provided for older children as they use the large equipment at the nearby park. Children with special educational needs and/or disabilities are very well supported, as staff work closely with parents and many other professionals.

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

Children feel extremely happy and secure at the nursery, as they form very close bonds with their key person. Staff support children to choose this member of staff themselves, according to who they bond best with. Staff obtain detailed information from parents about children's needs and work closely with them so that children receive continuity and consistency of care. Children settle quickly at the nursery, as staff are very kind and caring and are aware of their needs. Children are very confident in their interactions with staff and in choosing their activities. Parents report that children really enjoy attending the nursery and that they are very confident to leave their children in the safe hands of the staff. Babies settle easily to sleep, as they are checked regularly by staff and children are quickly comforted if they are tired or upset.

All staff have food hygiene certificates and the nursery has a five star rating from the local authority. Children are provided with nutritious food and snacks and parents are involved in children's learning about healthy food. Menus are displayed for parents to see and staff record what each child eats on a daily basis. Staff take children to buy vegetables at the local greengrocers and make soup with them, so this extends their learning about healthy food. All children have access to their own water bottles at any time and are encouraged to be independent in their personal care, feeding themselves and keeping themselves safe. Older children serve themselves at mealtimes and staff encourage them to count and to develop their social skills, so their learning continues throughout the day. Staff give the highest priority to children's safety and well-being. Children manage risks safely as they use the outdoor equipment. They are given information through the visits from the emergency services and medical practitioners, such as a local dentist. This means they know what to do to keep themselves and others safe in a range of situations.

Behaviour is excellent and children have very good manners, which is encouraged and demonstrated by staff. Children learn to share and take turns during their activities and they are very kind to each other. Children's moves to new rooms in the nursery are managed very sensitively in partnership with parents. Children spend increasing amounts of time in their new room until their key person is happy they are settled and the child is ready to move. Staff share information about their progress and needs so that these continue to be met. Moves to school are greatly eased for children, as staff have extremely close links with local schools. They meet school staff to pass on information about children and maintain contact to ensure children's needs continue to be met and to support them with settling-in if necessary. Staff familiarise children with photographs of their schools and the uniforms. They plan role play activities and stories so that children know what to expect. They find out about what children are expected to know and be able to do when they start at each school. This means children are emotionally secure and extremely well prepared for school.

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

The management team ensures that staff have a thorough understanding of the very detailed safeguarding policies and that these are implemented. Staff have high levels of recent safeguarding training and staff meetings and supervisions always include safeguarding and child protection issues. This means that staff's knowledge is continually refreshed and updated. All accident records are meticulously kept, which means staff analyse these so that children are extremely well protected. The premises are very secure and robust procedures are implemented for the admission of visitors, the collection of children and all aspects of their safety. Staff are vigilant in their supervision of children and they carry out very effective risk assessments for the premises and when outings are undertaken. Robust checks are carried out when new staff are employed to ensure they are suitable to work with children and that they remain so. Safeguarding information is extended to parents so that children's safety is further assured at home.

Highly effective, well structured monitoring of all aspects of the nursery means that the

provision is continually improving. The manager and staff are supervised regularly by the management team and there is excellent teamwork, led by the tremendously enthusiastic manager. Staff are extremely keen to showcase their highly successful planning and assessment, which shows how well they support individual children. Ongoing evaluations of planning and teaching result in sharply focused improvement plans and individual staff targets. Staff shape their professional development through regular training and there are high expectations for children and staff. This means that children's learning opportunities continually improve. There is a highly successful and extremely well documented drive for improvement, as all staff, parents and children contribute to the self-evaluation process. Identified areas for improvement are quickly addressed and staff invite parents' suggestions through questionnaires and comments. Parents receive extensive information about the nursery policies and procedures and are involved in many events, which contributes to the success of the nursery.

Support from the local authority is available, should the nursery require assistance with the monitoring of teaching and planning. There are very strong links with other early years providers and schools in the area, including the other nurseries in the group. This means the management team and staff share ideas and best practice regularly and keep up-to-date with current developments in childcare. Staff work extremely well with a wide range of other professionals to support children and their families. The nursery provides outstanding care and support for children and their families and gives children a firm foundation on which to build their future successful learning and social development. Staff initiate links and share information about children's needs and progress with the other settings that they attend. This means they complement children's learning and protect their well-being.

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	EY343491
Local authority	Birmingham
Inspection number	862998
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	51
Number of children on roll	81
Name of provider	The Little Ripley Day Nurseries Ltd
Date of previous inspection	07/06/2010
Telephone number	0121 3548324

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

