

Little Ripley Day Nursery

52 Old Oscott Hill, Great Barr, Birmingham, West Midlands, B44 9SN



Inspection date

18 February 2015

Previous inspection date

4 February 2009

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

Summary of key findings for parents

This provision is good

- Children are making good progress in their learning and development. This is because the quality of teaching is good and staff provide interesting and challenging experiences for the children.
- Children benefit from warm, affectionate bonds with familiar and trusted staff. This helps children to feel settled and secure within the nursery.
- Children's learning at home is well supported through the effective partnerships with parents. This has a positive impact on children's learning experiences.
- Safeguarding arrangements are effective as staff understand their role and responsibilities in protecting children. They work in partnership with any other agencies and professionals involved in supporting individual children.
- Managers ensure there is continuous improvement in the provision through effective self-evaluation and good levels of motivation.

It is not yet outstanding because:

- Staff do not always make the most of story times to promote opportunities for younger children to listen and pay attention.
- The impact of the quality of staff's teaching is not yet sharply evaluated to achieve outstanding consistency throughout the nursery, in order to support the children to make the best possible progress.

What the setting needs to do to improve further

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

- enhance organisation at story times so that staff effectively support children to listen and pay attention
- improve the focus of performance management observations to better evaluate the impact of the quality of staff's good teaching, to further support children to make the best possible progress.

Inspection activities

- The inspector observed the staff engaging with children in a range of indoor and outdoor learning activities.
- The inspector held discussions with the manager and staff.
- The inspector looked at documentation, including a selection of policies and procedures, evidence of staff suitability and qualifications, and the children's learning records.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector conducted a joint observation with the manager.

Inspector

Amanda Tompkin

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have a good understanding of children's interests and different stages of development. Children's progress is monitored by their key person, who records their stages of development in learning journals, using photographs and regular observations. Staff use these records to plan for the next steps in children's learning. Children enjoy daily access to the outdoors and a wide range of toys and resources that help them to develop their independence. Children's physical skills are promoted well as staff actively engage children in the daily music and movement sessions. Staff engage children in meaningful conversations throughout the day. As a result, children's communication and language skills are developing well. However, staff do not always manage group story time well. Resulting in younger children becoming distracted and not fully engaged in their learning and development. Children with special educational needs/and or disabilities are supported well. Staff use effective teaching methods, such as non-verbal communication and the use of signs and symbols. Consequently, all children are progressing well and gaining the necessary skills to support them with their eventual move to school.

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

Children develop positive relationships with staff and are happy, confident and motivated in their well-resourced environment. Children behave well and respond to gentle reminders of how to behave. Children settle well as they are offered flexible settling-in sessions, where parents are encouraged to slowly build up the time the children spend at the nursery. This enables both children and parents to become familiar with staff and their surroundings and, as a result, children feel emotionally secure and enjoy their play. Children learn about healthy lifestyles and follow good hygiene practices. Meals and snacks provided are prepared on site and follow children's individual dietary needs. Children's independence is promoted effectively, for example, they manage their self-care needs and put on their own shoes and coats before playing outside.

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

Management effectively carry out robust recruitment procedures and there are good procedures in place that ensure that all staff have an updated Disclosure and Baring Service check. Staff suitability is further checked through effective and regular staff supervision meetings. Teaching observations are used to monitor staff performance. However, the focus of the evaluations of these observations are not targeted enough to ensure all staff achieve a consistently outstanding quality of teaching. Staff keep their knowledge of current legislation and requirements up to date by regularly attending training and staff meetings. The nursery has had a recent change in manager. The provider can verify that she has informed Ofsted of this change, however, Ofsted had not received this at the time of inspection. The management team monitor the progress children make to ensure that any gaps in learning are quickly identified and planned for. As a result, all children are making good progress.

Setting details

Unique reference number	228964
Local authority	Birmingham
Inspection number	866406
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	53
Number of children on roll	73
Name of provider	The Little Ripley Day Nurseries Ltd
Date of previous inspection	4 February 2009
Telephone number	0121 384 3781

Little Ripley Day Nursery was registered in 1999. The nursery employs 17 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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