

Little Ripley Day Nursery

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



Inspection date

19 February 2015

Previous inspection date

21 November 2011

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

- Staff have a good understanding of children's interests, ways of learning and stages of development. From their interactions with children and regular observations, they accurately assess how well children are progressing. Staff effectively follow up children's next steps for learning in their planning and teaching.
- Staff have a good understanding of safeguarding procedures. They are clear about how to respond if they have any concerns about the welfare of a child. As a result, children are safeguarded from harm.
- Partnerships with parents are good and there is an effective two-way flow of communication. This ensures parents are kept well informed about their children's care, along with having opportunities to continue their children's learning at home.
- Children are happy and settled. They are well looked after by caring, approachable staff who understand and effectively meet their care, learning and development needs.
- The manager provides a strong and ambitious leadership. She is supported well by a committed staff team. They share a clear vision and determination to give each child the best possible start in life.

It is not yet outstanding because:

- Managers have not considered a range of strategies to evaluate and build further on the good teaching practice. For example, staff do not have opportunities to observe each other's practice and learn from each other.
- Occasionally, staff miss opportunities to sustain conversations so that children's vocabulary is increased and their thinking skills are suitably enhanced.

What the setting needs to do to improve further

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

- raise the quality of teaching and enhance reflective practice even further by providing increased opportunities for staff members to observe each other's practice and engage in discussions aimed at promoting reflection and continual improvement.
- challenge children to develop their communication and critical thinking skills even further by ensuring all staff make effective use of questions that encourage children to think and engage them in sustained conversations.

Inspection activities

- The inspector observed activities in the three playrooms and in the outdoor play area.
- The inspector spoke to members of staff and children during the inspection and had meetings with the provider and the manager.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection. She discussed the provider's plans for improvement.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the setting. She also looked at a range of other documentation, including policies and procedures, which safeguard children's welfare.

Inspector

Rupinder Phullar

Inspection findings

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

The quality of teaching is good. Staff ensure that children are confident, articulate, creative and well prepared for school and their future learning. They plan and organise rewarding, often challenging activities, which promote children's good progress. Babies and toddlers explore textures. They demonstrate curiosity as they touch and feel sand, and discover what happens when staff show them how to make castles. Older children enjoy listening to stories and regularly engage adults and their peers in conversations about things that interest them. Most staff model language effectively, introducing children to a wide range of vocabulary, which supports their good communication and language development. Some staff sometimes miss opportunities to ask questions that sustain conversations, in order to increase children's vocabulary and enhance their thinking skills. Staff work in close partnership with parents and other professionals to provide good support for children.

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

Staff and parents effectively work together to settle new children who form close attachments with the kind, attentive staff. They consistently promote children's confidence and social skills so they are emotionally well-prepared for moving within the nursery and to school. Children are very familiar with the well-established routines and this contributes to their good behaviour and strong sense of belonging. Children enjoy interactions with staff and socialising with their friends. They are looked after in safe, secure, comfortable surroundings. Babies safely explore in their cosy area, and older children readily make choices from a range of resources. This stimulates their ideas and independent play. Children are well-nourished and relish being outdoors in all weathers. They confidently climb, balance and move around while using different play equipment and their understanding of nature is developing particularly well. Staff sensitively help children to independently manage their self-care.

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

Leaders and managers have a good understanding of the legal requirements. Policies and procedures to support children's health, safety and well-being are in place and successfully implemented. The manager effectively reviews the overall quality of the nursery and children's progress, and targets for improvement are routinely set and monitored. Staff benefit from good opportunities to undertake training, and staff meetings are regularly used to cascade knowledge and best practice. The manager regularly observes staff practice and provides feedback to individuals to help them improve their performance, however, regular opportunities for staff to observe and feedback to their peers are not provided. As a result, opportunities to raise the quality of teaching even higher and enhance reflective practice even further are not fully exploited. Good relationships with parents and providers ensure consistent approaches to identifying and meeting children's needs.

Setting details

Unique reference number	EY426461
Local authority	Birmingham
Inspection number	852682
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	51
Name of provider	The Little Ripley Day Nurseries Ltd
Date of previous inspection	21 November 2011
Telephone number	01213548324

Little Ripley Day Nursery is one of 10 settings run by The Little Ripley Day Nurseries Limited. The nursery was registered in 2011. It operates Monday to Friday, from 7am until 6pm, all year round. The nursery employs 10 members of childcare staff, all of whom hold relevant qualifications to at least level 3. This includes two members of staff who have a Foundation Degree in Early Years. The nursery provides funded early education for two-, three- and four-year-old children.

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