

# Little Ripley Day Nursery

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



## Inspection date

16 June 2015

## Previous inspection date

7 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The provider and staff demonstrate a secure knowledge and understanding of the requirements of the Early Years Foundation Stage. Effective self-evaluation and monitoring mean that many improvements have been made since the last inspection.
- Children's emotional well-being is well supported. Staff are calm and positive towards children. Partnerships with parents are good, because each child's key person exchanges important information about children's time at the nursery.
- Excellent relationships between the staff team are evident. Consequently, children benefit from a positive environment, where they develop confidence and self-motivation to explore and investigate their surroundings.
- Partnerships with parents are strong, because staff build good relationships with them. Children who speak English as an additional language are well supported, as staff and parents work closely together.
- Qualified and experienced staff work skilfully with children. Staff plan activities that provide opportunities that promote individual children's learning. This means children make good progress.
- Children thrive because they are happy and enjoy playing together. The exceptionally well laid out activities and play areas inspire children's cooperative play. Children confidently make choices about what they would like to do.

### It is not yet outstanding because:

- Management has not yet embedded a method to precisely assess the progress that different groups of children are making overall.
- Observations of staff practice are not always sharply focused on their teaching skills. Therefore, performance management does not focus enough on ensuring that the quality of teaching promotes children's attainment to the highest level.

## What the setting needs to do to improve further

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

- fully utilise methods to monitor children's overall progress to identify more precisely the progress that different groups make, and enable staff to focus sharply on areas for targeted teaching
- develop further the systems for monitoring staff's practice, by focusing specifically on evaluating their skills in teaching to continually drive ongoing professional development.

### Inspection activities

- The inspector observed activities in all indoor areas used by the children and the outdoor play areas.
- The inspector spoke to the owner, area manager, manager, staff and children throughout the inspection and took account of the views of the parents spoken to on the day.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector looked at a sample of records and policies relating to children's learning, welfare, health and safety.
- The inspector and manager carried out a joint observation in the toddler room and in the outdoor play area.

### Inspector

Julia Galloway

## Inspection findings

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

Staff encourage children to take part in a range of well-planned activities that are suited to their stage of development. Consequently, children are engaged in play-based experiences that they are interested in. This helps to foster a positive attitude towards future learning and school. Children listen and answer questions during stories, because staff fully involve them in what is happening. Children enjoy acting out scenes from favourite books, such as walking in the water and crawling through a tunnel. Staff ask children 'What does it feel like?' and 'What is next?' This means that children remain focused on what is happening, and they delight in talking about what they have done afterwards. Children make good progress in their learning and development, because the quality of teaching is consistently good in all rooms. All staff receive coaching and training which helps support their professional development. However, there is scope to develop this further to share the excellent teaching that takes place, by staff observing and reflecting each others skills.

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

Children are happy and settled, because all staff are approachable and caring. Partnerships with parents are strong. Staff build good relationships with families and regularly share detailed information about children's progress. Parents are also encouraged to support their children's learning at home. They are provided with ideas, such as cooking activities that they can do with their children. Children's good health is actively promoted, because the nursery has adopted a programme to promote physical development and healthy eating. Children learn about healthy foods by eating, and then talking about fruit and vegetables that they like. Older children prepare their own snack by cutting and preparing fruit, which also helps them to refine their small-muscle skills. Children benefit from frequent access to a stimulating and interesting outdoor environment. They have many opportunities to be active throughout the day. This includes babies who confidently crawl and move around, while exploring the outdoor play spaces. Staff promote children's emotional well-being by ensuring they can all take part in activities. When children indicate that they do not want to walk through a tray of mud, staff give them plastic figures to do so instead.

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

Managers and staff understand their responsibilities with regard to safeguarding children. Additional training and clear information displayed within the nursery has strengthened staff awareness and practice. Children's progress is monitored by their key person, who maintains records about their learning and development. Management have begun to collate this information to enable groups of children's overall progress to be tracked. However, this system is not yet used precisely enough to be fully effective. Partnership work with the local children's centre teacher and schools, mean that detailed information about children is exchanged when they move on to school.

## Setting details

<b>Unique reference number</b>	228962
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	998454
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	89
<b>Name of provider</b>	The Little Ripley Day Nurseries Ltd
<b>Date of previous inspection</b>	7 November 2014
<b>Telephone number</b>	0121 360 5095

Little Ripley Day Nursery was registered in 1993 and employs 24 members of childcare staff. All Staff hold appropriate early years qualifications at level 3 and above. 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. It supports children who speak English as an additional language.

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