

# Little Ripley Day Nursery

243 Marsh Hill, Erdington, Birmingham, West Midlands, B23 7HY



## Inspection date

22 September 2015

Previous inspection date

16 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Leaders are aspirational and show willingness to learn to improve the nursery. They have taken effective action to improve practice since the last inspection.
- Parents speak highly of the staff and appreciate the good-quality and open communication they share about their children's learning and development.
- The quality of teaching is good. Children are working comfortably within the age range typical for their age. Those with additional needs are supported very well and make good progress relative to their starting points.
- Leaders have improved observation, assessment and planning systems and they are now good. Staff are more confident and know how to help children to learn well.
- Staff are good role models. They promote and encourage positive behaviour consistently. Children behave very well; they are kind, considerate and caring.
- Staff promote equality of opportunity and recognition of differences well. Children gain a good understanding of a diverse range of people, families and communities.

### It is not yet outstanding because:

- Leaders do not supervise staff as efficiently as they could. They do not use their evaluations fully to promote rapid improvement in the quality of teaching and ensure that outcomes for children are as high as possible.
- Not all staff have a clear understanding of what outstanding provision is like and are not familiar with the latest inspection requirements. As a result, they are not prepared well enough to improve further.

## What the setting needs to do to improve further

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

- improve the effectiveness of supervision and professional development in order to promote rapid improvement in the quality of teaching and outcomes for children
- increase staff's knowledge about what outstanding provision is like and what they need to do next to improve, in their drive to achieving excellence.

### Inspection activities

- Her Majesty's Inspector carried out this inspection.
- The inspector conducted a joint observation with the manager.
- The inspector observed activities in all play rooms and the outside learning environment.
- The inspector checked evidence of suitability and qualifications of the staff and sampled a range of policies and procedures.
- The inspector spoke with the manager, area manager, staff, parents and children at appropriate times throughout the day.
- The inspector looked at children's assessment records and planning documentation and staff records.
- The inspector took account of the views of parents spoken to on the day.

### Inspector

Joy Law, Her Majesty's Inspector

## Inspection findings

### Effectiveness of the leadership and management is good

Self-evaluation is accurate. Leaders have implemented effective development plans to drive improvement. They ensure that the nursery is accessible to children from all backgrounds. They actively promote equality and diversity and provide children with a wide range of experiences to promote their understanding of the wider world. Safeguarding is effective. Robust induction procedures and effective risk assessments ensure children are safeguarded at all times. Leaders have recently introduced effective systems to track and monitor children's progress. The manager and staff have an accurate understanding of the progress all children make. They use the information well to plan a broad range of interesting experiences to promote children's learning.

### Quality of teaching, learning and assessment is good

Staff have a secure knowledge and understanding of how to promote children's learning and development. They plan well to meet children's needs across all areas of learning. Children who speak English as an additional language learn to communicate effectively. The key person system works very well. Parents contribute to initial assessments of children's starting points and communicate daily about their child. Staff actively support and encourage parents' involvement in their children's learning and development within the setting and at home. Staff routinely provide parents with suggestions and resources to support their children to achieve their next steps. Parents speak positively of the difference in their children's progress as a result. For example, using the 'chatter bag' has contributed to improving children's speaking skills. Transition arrangements are effective. Children are well prepared for the next stage, whether it be the next room or school.

### Personal development, behaviour and welfare are good

The stimulating, warm, welcoming environment and wide range of high-quality equipment and resources enable children to settle and enjoy their learning. High-quality displays of children's work exemplify the wide range of activities and experiences provided for children. The well-established key person system helps young children and babies to form strong attachments and promotes their well-being and independence. Babies' care needs are met well; they are happy and settled. Children happily separate from parents. Older children are cared for well. On occasions staff miss opportunities to develop children's independence and self-care skills. Effective risk assessments ensure the physical environment for babies and children is safe and secure. Meals are varied and nutritious. A good range of activities, informative displays and discussion with children help them to develop a good understanding of healthy lifestyles.

### Outcomes for children are good

Children are safe, happy, feel secure, are settled and behave well. They are developing their independence and confidence, and are gaining the skills they need for their next steps in learning. Children moving on to school are confident and ready to learn. Children are making good progress in relation to their starting points.

## Setting details

<b>Unique reference number</b>	228963
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1027342
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	83
<b>Name of provider</b>	The Little Ripley Day Nurseries Ltd
<b>Date of previous inspection</b>	16 October 2014
<b>Telephone number</b>	0121 377 6637

Little Ripley Day Nursery opened in 1988 and is one of 10 nurseries within a privately owned group. It operates from a detached building in Erdington, Birmingham. The nursery opens five days a week all year round, except for bank holidays. Opening times are from 7am to 6pm. The nursery employs 16 members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery provides funded early education for two-, three- and four-year-old children. The setting links with local schools children move on to.

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