

# The Little Ripley Day Nursery

105 Short Heath Road, Erdington, Birmingham, West Midlands, B23 6LH



<b>Inspection date</b>	16 December 2016
Previous inspection date	11 June 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Children thrive in this warm and friendly nursery. They form close bonds with staff, who are attentive to their needs. Children are very settled and happy.
- Children benefit from the bright and vibrant play areas indoors and outdoors. A wealth of good quality resources and exciting environments is planned to help children engage in purposeful play. Children demonstrate an eagerness to try new things and are confident and motivated to learn.
- Staff use plenty of positive praise with children, enhancing children's self-esteem and their understanding of boundaries and expectations. Children are kind, respectful and behave very well.
- Strong partnerships and effective communication between parents and nursery staff help to ensure children's care and learning needs are well met.
- Self-evaluation systems are thorough and take into account the views of staff, children and parents. Plans for improvement are well targeted and achievable.

### It is not yet outstanding because:

- Staff working with children aged two years and older do not always use assessment findings to plan precisely enough for every child to be highly challenged.
- Staff are not always consistent when helping children to identify and use letter sounds. This is because some staff focus on the letter names and not the sounds they make.

## What the setting needs to do to improve further

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

- refine the use of assessments to plan more precisely, so that all children are highly challenged, in order to close gaps at a faster rate and promote their rapid progress
- maintain consistency when helping children link letter sounds to the letters of the alphabet, in order to further develop their literacy skills.

### Inspection activities

- The inspector observed the quality of teaching during activities both indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the manager and senior manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at evidence of the suitability of staff working within the setting and discussed a sample of policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

### Inspector

Trisha Turney

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders and staff are passionate about their work and strive for the best outcomes for children. Safeguarding is effective. Keeping children safe and happy is the central focus of this nursery. Staff are knowledgeable about their roles and responsibilities to protect children from abuse and harm. The provider has high expectations of all staff. Regular training, appraisals and detailed evaluations of staff interactions with children are used to consistently improve the quality of teaching. The manager completes detailed analysis of individual and groups of children's progress over time, enabling her to target plans for children's ongoing learning.

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

All staff are qualified and use their good understanding of the needs and interests of individual children to provide a broad range of learning opportunities. Staff make regular and precise observations and assessments of children's learning. Children develop their exploration and investigation skills as they feel, smell and touch different textures and materials. Staff promote children's speaking skills as they ask them to describe what they see and feel, as they play with pretend snow. Children develop a growing awareness of information and communication technology as they enjoy using simple programmes on a computer. Babies explore musical instruments and with staff's guidance, they discover how to make sounds. Babies are delighted by the activity and are stimulated to express themselves by moving their bodies to the sounds. Children use tools, such as tongs, to pick up and count objects. Staff extend learning by encouraging children to match the amount to the corresponding number.

### Personal development, behaviour and welfare are good

Staff are extremely kind and nurturing in the baby room. Plenty of cuddles and reassurance are provided to help babies feel emotionally secure. Older children learn about how to keep themselves safe. They show good levels of understanding about walking up and down stairs safely. They routinely line up and hold the hands of staff or hold on to the banisters. Staff promote healthy lifestyles. Children benefit from a range of nutritious snacks and meals. Plenty of opportunities for fresh air and exercise are provided in the vast outdoor areas. Staff share ongoing information with parents and provide activities and ideas to help extend learning at home. Parents are highly complimentary about the quality of care and learning their children receive.

### Outcomes for children are good

All children, including those who are in receipt of additional funding, make good progress in their learning and development. They show a positive attitude towards learning and are developing high levels of confidence and independence. Babies babble, copy sounds and learn new words quickly. Older children demonstrate good mathematical skills. They are able to sort, match and count. Early writing skills are emerging, for example, as children use crayons and pencils to draw. Physical skills are refined as children use scissors and other tools with increasing control. Children are well prepared for their future learning and eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY224723
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1064308
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	84
<b>Name of registered person</b>	The Little Ripley Day Nurseries Ltd
<b>Registered person unique reference number</b>	RP902303
<b>Date of previous inspection</b>	11 June 2013
<b>Telephone number</b>	0121 382 8881

The Little Ripley Day Nursery was registered in 2002. The nursery employs 17 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 and one member of staff holds a qualification at level 2. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

