

The Little Ripley Day Nursery

268 Kingsbury Road, Erdington, Birmingham, West Midlands, B24 8RB



Inspection date

3 January 2017

Previous inspection date

18 September 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Staff support children's communication and language skills particularly well. They skilfully reinforce babies' emerging speech through repetition and praise. Staff introduce new words to older children as they play and engage them in meaningful conversations throughout the day.
- Children are happy and settled. Staff are kind, caring and get to know children and families well. This helps to promote children's confidence and emotional well-being.
- Managers are extremely passionate about the service they provide. They strive to make further improvements to ensure that children are provided with the best possible start. Staff take account of the views of children, parents and other professionals when identifying aspects of practice to build upon.
- Children behave well at the nursery. Staff use positive methods to reinforce good behaviour. Children develop good relationships with each other and learn to share, take turns and to be kind to one another.
- The learning environment, both indoors and outside is well resourced and stimulating. Toys and resources are arranged to enable children to make choices in their play. As a result, children remain engaged in their play.

It is not yet outstanding because:

- Staff do not always plan ambitious next steps for children's learning to ensure they make the very highest rate of progress.
- Staff are not always successful in ensuring that all parents are fully informed about plans for their children's future learning.

What the setting needs to do to improve further

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

- set more-ambitious targets for children's future learning to help them achieve the best possible level of progress
- build further on information sharing with parents to ensure that all parents are well informed about the plans for their children's future learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the area manager and manager. She looked at relevant documentation, and evidence of the suitability of staff working in the nursery. The inspector also discussed the nursery's self-evaluation.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Amanda Tompkin

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff have a very good understanding of how to protect children in their care. Staff supervise children well and ensure that they maintain a safe environment for children to play in. Procedures for staff recruitment and vetting are effective and ensure that staff are suitable for their role. The manager supports staff well in their practice through regular observations of teaching, meetings and discussions. Staff share good practice with their colleagues in other settings. This helps to improve and build upon staff's already good teaching knowledge and skills. Staff and managers monitor children's progress effectively. As a result, they are able to identify and react to any gaps in learning. Good relationships with other agencies ensure that children who have special educational needs or disabilities receive the support they need. Parents are extremely happy with their children's time at nursery. They are pleased with their children's progress since starting at the nursery.

Quality of teaching, learning and assessment is good

Staff are well qualified and clearly understand how children learn and develop. They are enthusiastic and actively join in with children's play. As a result, children respond well and readily take part in activities. For example, children thoroughly enjoy joining staff in a 'bear hunt' in the garden. They giggle with delight and squeal with excitement as they hurriedly run away from the 'bear'. Effective support is provided for children who speak English as an additional language. Staff use pictures and signs to aid communication. They also ask parents to provide information about key words in children's home language. Staff have established effective links with local schools that children move on to and they understand the importance of sharing information. Staff plan relevant activities to help children to prepare for this change.

Personal development, behaviour and welfare are good

Flexible settling-in sessions are organised where parents are encouraged to stay with their children. Staff gain important information about children and their care needs prior to them starting at the nursery. Staff follow individual babies' routines, which helps them to feel safe and secure in their new environment. Staff are attentive and respond well to children's emotional needs. They offer babies reassurance when visitors are present and give plenty of cuddles and comfort. Children's good health and physical development are supported well. All children have opportunities to play outdoors on a daily basis. They are offered healthy meals and snacks that are prepared on site. They are encouraged to take care of their own self-care needs, such as washing their hands before meals.

Outcomes for children are good

Children's early reading skills are promoted well. They learn to recognise letters and their sounds and enjoy joining in with familiar stories read by staff. All children, including those who receive funding, make good progress in their learning and development in relation to their starting points. They are developing the necessary skills they need to help support their future learning, including moving on to school.

Setting details

Unique reference number	229078
Local authority	Birmingham
Inspection number	1063795
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	50
Number of children on roll	65
Name of registered person	The Little Ripley Day Nurseries Ltd
Registered person unique reference number	RP902303
Date of previous inspection	18 September 2013
Telephone number	0121 373 8863

The Little Ripley Day Nursery was registered in 1994. The nursery is one of 10 settings owned by a private provider. The nursery employs 16 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including the manager who has a level 6 qualification. 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. It supports a number of children who speak English as an additional language and children who have special educational needs or disabilities.

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