

# The Little Ripley Day Nursery

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



## Inspection date

5 December 2017

Previous inspection date

16 June 2015

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

- Leadership is effective and very well organised. The manager monitors children's progress and staff practice very effectively. She works closely with staff to analyse the information they gather to plan how to narrow any gaps in learning quickly. Staff are very well supported in their continuous professional development.
- Children are happy and well behaved in this welcoming, homely nursery. They form close bonds with staff, who are very caring and meet all children's needs. Staff work closely with parents to provide consistency of care for children. Children gain good levels of self-esteem and staff praise them frequently.
- Staff create an inviting and enriching environment. They plan a good range of exciting activities for all children that challenge and stimulate their learning. Staff base activities on their observations of children's interests. All children are busy and engaged well in their play, and are eager to try new experiences.
- The strong partnership with parents promotes a shared approach to children's learning. Staff guide parents in sharing valuable information about their children's achievements. They involve parents in their children's learning at home and keep them well informed about their progress and activities.

### It is not yet outstanding because:

- Although staff promote children's independence well, they do not fully extend opportunities for older children to enhance some of their self-care skills further.

## **What the setting needs to do to improve further**

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

- extend children's self-care opportunities even further to increase their confidence in this area.

### **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 spoke with staff and children during the inspection.
- The inspector completed a joint evaluation with the nursery manager.
- The inspector held a meeting with the manager, the deputy manager and the area coordinator. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and considered their views.

### **Inspector**

Catherine Sharkey

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The management team ensures that all staff have a secure understanding of what would constitute a safeguarding concern. Managers and staff know how to report any concerns and are confident in implementing rigorous procedures to help keep children safe. Effective self-evaluation includes the views of staff, parents and children. Managers continually identify and address areas for development and make ongoing improvements to children's enriching learning experiences. Staff work well with other early years professionals to help improve their knowledge and skills. They have recently worked hard to improve planning to promote children's physical development, healthy eating and lifestyles.

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

Staff use their thorough knowledge of how children learn through play to plan stimulating activities that children enjoy. They work highly effectively together to share information about children's progress and to support each other's planning and practice. Staff ask varied questions that draw out children's knowledge and help them to think about their play and learning. For example, they encourage children to think about how many toy figures they might be able to fit into a small space, or which letter sound matches the picture on their cards. Staff draw babies' attention to coloured lights that they project onto the ceiling. They hold them up and babies reach for the lights with curiosity and alertness. All children explore the exciting toys and staff guide them skilfully in their play. They teach children to count pictures and match them to the correct written number and letter sound. Staff guide and support all children's learning very effectively.

### Personal development, behaviour and welfare are good

Children are kind and respectful towards each other and they learn good social skills. For example, staff help younger children to share a new book that they both want to look at. They both sit down to enjoy the book together and forget about their squabble. Children try to help each other out of sit-and-ride cars if they get stuck. They show concern and find staff to help. Children develop their physical skills very well and use a wide range of equipment to achieve this. They enjoy nutritious meals and snacks, and learn to converse with staff and each other at mealtimes to help develop their social skills. Staff prepare children well for their moves to new rooms and to school, so they are emotionally secure.

### Outcomes for children are good

Children are enthusiastic and independent learners. They make good progress and are well prepared for the next stages in their learning. All children concentrate very well and are busy and engaged in the well-planned activities. Young children enjoy playing percussion instruments and join in confidently with action songs. Older children are imaginative, such as when they create different models and shapes in play foam. Children explore a wide range of textures, such as cornflour and water. They experiment and see how the textures change as they move it about with their hands and different tools. Children are confident in their choice of toys and activities.

## Setting details

<b>Unique reference number</b>	228962
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1090249
<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
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	60
<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>	16 June 2015
<b>Telephone number</b>	0121 360 5095

Little Ripley Day Nursery registered in 1990. The provider employs 22 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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