

The Little Ripley Day Nursery

52 Old Oscott Hill, Great Barr, Birmingham, West Midlands, B44 9SN



Inspection date	8 December 2017
Previous inspection date	18 February 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

- Teaching is very good. Staff use skilful questions to challenge children's thinking and help them solve problems. They make good use of their observations of children's play to measure their progress accurately. Children make very good progress and are well prepared for the next stages in their learning.
- Children are eager and enthusiastic in their play. They form close bonds with staff and are secure and relaxed in the homely, welcoming environment. Staff meet all children's needs very well and give the highest priority to their comfort and well-being. Children gain confidence and good self-esteem, and develop good independence skills.
- Managers are dedicated and passionate in their drive to provide high-quality care and learning for all children. Effective self-evaluation includes the views of staff, parents and children. Managers identify and address ongoing areas for development and make continuous improvements to children's enriching learning experiences.
- Children show confidence in their choice of activities and toys as they explore the wealth of exciting and stimulating resources. Staff guide and support their play and encourage children to experiment with their creativity, such as exploring paint, sand or snow.

It is not yet outstanding because:

- Although staff value the partnership with parents, they miss some opportunities to raise this to an even higher level to help parents in supporting their children's learning even more effectively.

What the setting needs to do to improve further

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

- strengthen partnerships with parents even further to encourage them all to share information about their children's achievements at home, to support their learning even more effectively.

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 observation with the nursery manager.
- The inspector held a meeting with the nursery manager, the area coordinator and the providers. 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

The management team monitors staff practice well and supports their ongoing professional development effectively. For example, staff have recently learned more about nutrition for young children and babies. This has helped them to work effectively with parents so that children have the correct diet at nursery and at home. Safeguarding is effective. Managers and staff implement rigorous procedures to keep children safe. They understand how to identify and report any concerns about a child's welfare. Staff ensure the premises are safe for children to use and they supervise children vigilantly.

Quality of teaching, learning and assessment is good

Staff consistently give children clear instructions on what they will be doing next to help further their understanding. For example, they explain to children that once they have tidied up, they will sit down and look at their letters from Father Christmas. Children sit and listen attentively and identify their names on envelopes, as staff give them clues using the initial sounds. Children recall their trip to the post office to post their Christmas lists. Staff teach children to count and use mathematical ideas during their play and daily routines, such as when they count toys into boxes at tidy-up time. Staff develop babies' language and communication skills very effectively. For example, they talk to babies about the toy cars they wheel in blue sand on the floor, and name objects and colours as they point to pictures in books. All staff encourage children to make connections between the stories they listen to and their own experiences, such as when they compare their homes to an owls' nest full of twigs and feathers. This encourages children to think and communicate their individual thoughts and ideas, which staff value.

Personal development, behaviour and welfare are good

Children behave very well and staff help them to share and take turns. For example, younger children take turns to roll a snowball and to hold toy monkeys during a singing session. Staff model good manners and respect, which children learn from. For example, staff explain clearly to children that they need to leave the room for a few minutes, but they will return soon. They ask children to continue looking at the book they were reading. Older children demonstrate good independence and familiarity with daily routines. For example, they line up for their lunch and scrape their plates afterwards. Staff help them to pour custard and drinks. This is part of children's useful preparation for their moves to school.

Outcomes for children are good

Children develop good language skills and enjoy conversations with each other and staff. For example, they look at a book together and discuss the story, the characters and what might happen next. Children are interested in the activities and show purpose in their play, such as when babies choose books and take them to staff to read the stories. Babies use the space in their room to practise their walking skills and they enjoy the sounds they make with percussion instruments. Young children move and play instruments confidently in time to guitar music and singing.

Setting details

Unique reference number	228964
Local authority	Birmingham
Inspection number	1090250
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	53
Number of children on roll	84
Name of registered person	The Little Ripley Day Nurseries Ltd
Registered person unique reference number	RP902303
Date of previous inspection	18 February 2015
Telephone number	0121 384 3781

Little Ripley Day Nursery registered in 1999. The provider employs 17 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 2, level 3 or level 6. 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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