

The Little Ripley Day Nursery

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



Inspection date	13 August 2018
Previous inspection date	22 September 2015

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

The provision is good

- The leadership and management of the nursery are strong. Leaders support staff effectively to fulfil their roles. Staff are confident and they promote children's learning and care very well in a child-centred environment.
- Most staff are very experienced and very knowledgeable. They use a wide variety of methods to help children learn. They include many opportunities for child-led play. Staff share information daily with parents about what their child achieves and invite their feedback. Staff use the suggestions well to plan for children's further learning and their good progress.
- Children receive nurturing guidance and support that promote their self-confidence and self-assurance very well. The key-person arrangements are effective and children demonstrate by their interactions that they feel emotionally secure. Children and babies go to staff for reassurance when they need support. Staff respond promptly with cuddles, hugs and encouragement.
- Children learn and play in rooms that are highly inviting, with colourful displays that include their work. There is a vast range of resources, including many that reflect positive images of various communities, cultures and languages. Children have many opportunities to learn about diversity.
- The partnerships with parents are very strong. Parents express high levels of satisfaction with the quality of their child's learning and care. They say that managers and staff are very caring and supportive in their attitudes.

It is not yet outstanding because:

- Staff do not consistently make enough use of opportunities to extend children's learning.

What the setting needs to do to improve further

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

- provide even more opportunities for children to extend their learning
- sharpen the focus on monitoring to raise the quality of the provision to a higher level.

Inspection activities

- The inspector observed the quality of teaching during outdoor activities and assessed the impact this has on children's learning. The inspector carried out joint observations of activities with the manager.
- The inspector looked at a sample of documents and records required for the efficient running of the nursery.
- The inspector held a discussion with the provider, and meetings with the area coordinator and the nursery manager.
- The inspector spoke with staff and children at convenient times.
- The inspector spoke with parents, read questionnaires completed by other parents, and took account of their views.

Inspector

Adelaide Griffith

Inspection findings

Effectiveness of leadership and management is good

Leaders and managers have worked very well to sustain the good quality of the provision in the nursery. There is a strong emphasis on self-evaluation and maintaining continuous improvement. For example, the provider has redeveloped the outside play space. As a result, children have more opportunities to learn outside. All staff contribute to the consistent review of practice in the nursery. They use their initiative and regularly reorganise the layout of rooms. This provides fresh motivation for children's learning. Staff benefit from many opportunities to improve their practice through frequent supervisory meetings and attendance on training courses. This has helped to raise children's attainment, such as in the recognition of letters and sounds. Parents say that communication is very good and that staff take account of children's preferences to meet their individual needs successfully. Arrangements for safeguarding are effective. Staff understand their responsibility to report any concerns they might have about children's welfare and to keep them safe.

Quality of teaching, learning and assessment is good

Staff demonstrate a good understanding of how to plan for children's learning by taking into account each child's individual needs. Staff promote the language skills of babies well through ongoing conversations. They engage children fully and join in enthusiastically with activities. For example, staff who work with the pre-school group model a range of physical movements that includes good levels of challenge. For instance, they encourage children to maintain their balance while standing on one leg with arms outstretched. Staff consolidate learning capably and encourage children to re-enact a skill, such as hopping, skipping or jogging, that they have practised. Staff give lots of praise and recognition of children's achievements and this raises their self-esteem very well.

Personal development, behaviour and welfare are good

The key-person arrangements support children very effectively in their personal development. The interaction between the staff and all babies is very good. Staff sit with younger babies on the floor and engage them competently in play. Older babies enjoy listening to stories and press buttons on interactive books. Children behave very well. For example, pre-school children join in with their friends' play. They spontaneously negotiate when to take turns to tap or bang very loudly on the drums and they sing nursery rhymes together. They enjoy their time at nursery and learn about healthy lifestyles.

Outcomes for children are good

Pre-school children develop the essential skills for school readiness. For instance, they learn to write their names and have a positive attitude to moving on to school. Children enjoy activities and are eager to learn. They are independent in attending to their personal needs. Toddlers learn to feed themselves and use cutlery with good control. Babies develop good sensory skills as they touch resources and listen to sounds. Children in all age groups are confident and are developing as active learners.

Setting details

Unique reference number	228963
Local authority	Birmingham
Inspection number	10061571
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	60
Number of children on roll	72
Name of registered person	The Little Ripley Day Nurseries Ltd
Registered person unique reference number	RP902303
Date of previous inspection	22 September 2015
Telephone number	0121 377 6637

The Little Ripley Day Nursery registered in 1988. The nursery employs 17 members of childcare staff, 16 of whom hold appropriate qualifications at level 3 or 5. It is open all year round on each weekday from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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