

The Little Ripley Day Nursery

4 Goldieslie Road, SUTTON COLDFIELD, West Midlands B73 5PQ



Inspection date	18 January 2019
Previous inspection date	19 February 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

This provision is good

- Leadership and management are strong. Leaders are ambitious and communicate high expectations across the provision. They work closely with the long-standing staff team to provide good-quality care and learning experiences for all children.
- The quality of teaching is good. Staff provide a varied range of activities across all areas of learning. Children are confident and self-assured. They make good progress from their starting points and develop the key skills they need in readiness for school.
- Children benefit from a key person who takes the time to get to know them well. Staff are kind, caring and nurturing. They gain detailed information about children's care needs, capabilities and interests when they start. They use this information to help children settle quickly and promote their emotional well-being.
- Leaders, managers and staff are reflective. They effectively evaluate the provision and listen to the views of parents and children to make continuous improvements.
- Children's behaviour is good. Staff act as positive role models. They are sensitive to children's needs and encourage children to play cooperatively together.
- Parent partnerships are strong. Staff encourage a regular two-way flow of information. For example, children's next steps, ongoing progress and achievements are consistently shared. This helps to support children's learning between the nursery and home.
- On occasions some staff, particularly those working in the toddler room, do not always encourage children as well as possible to freely explore, investigate and lead their own learning during activities.
- Staff benefit from regular supervision, and training needs are identified. However, leaders do not make the best use of staff's expertise in teaching to sharply focus professional development on raising the quality of teaching throughout the nursery to the highest level.

What the setting needs to do to improve further

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

- allow more opportunities, particularly for the younger children, to explore and investigate, and become enthused in their learning
- make better use of staff's expert knowledge and develop an even stronger and more focused programme of professional development for staff, to help all staff reach the highest levels of teaching.

Inspection activities

- The inspector observed the quality of teaching and learning indoors and outside.
- The inspector held a meeting with the management and discussed their monitoring and evaluation.
- The inspector looked at a range of documentation, including evidence of the suitability of staff.
- The inspector completed a joint observation with the manager and evaluated the quality of teaching practice.
- The inspector spoke with staff, children and parents at convenient times during the inspection.

Inspector

Emma McCabe

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective and children's safety and welfare are given the highest regard. Managers ensure that all policies and procedures are robust and effectively implemented. Staff have a good understanding of their safeguarding responsibilities. They are fully aware of the procedures to follow if concerns are raised about a child in their care. The premises are secure and staff carry out effective risk assessments. The manager works closely with the leadership team. She monitors children's progress and identifies any gaps in their learning. The manager discusses this information with key persons during supervision to ensure any gaps are addressed. This helps children catch up and maintain good progress across all areas of their learning.

Quality of teaching, learning and assessment is good

Staff are well qualified and experienced. They use observations and assessments to identify children's next steps for learning and plan for their individual needs. Staff working with babies repeat words and use gestures and actions to help develop babies' early communication skills. Staff working with toddlers and pre-school children question children to extend their learning further. All children enjoy story time and they excitedly join in with their favourite stories. Pre-school children eagerly act out the bear hunt story. The qualified teacher, who provides regular support to staff working in the pre-school room, brings a range of skills, expertise and enthusiasm to her role. She ignites children's interests. For example, children enthusiastically join in with imaginative games and dress up as their favourite characters. They develop their critical-thinking skills as they create masterpieces using boxes, pens and tape. Children are delighted to say they are creating a frozen castle and a pirate ship and are very proud of their achievements.

Personal development, behaviour and welfare are good

Staff provide children with plenty of extracurricular activities. They benefit from music, cooking and French lessons on a weekly basis. Children learn to celebrate similarities and differences in people. They learn about the world around them and the local community as they take part in trips and benefit from people visiting the nursery. For example, children visit the local care home and parents and emergency services come in to share their expertise with the children. Children enjoy daily opportunities for fresh air and exercise. They develop their physical skills as they balance, climb and walk over large play equipment. All children develop good independence skills and manage their self-care well. They develop a good understanding of social rules and boundaries.

Outcomes for children are good

Children's literacy and mathematical skills are developing well. Children are encouraged from a young age to recognise their name in print. Pre-school children are beginning to recognise letters and the sounds they make. They show a keen interest in writing and enthusiastically 'have a go' at writing their names. Toddlers enjoy giving meaning to the marks they make. Counting is promoted throughout all rooms, and babies and toddlers join in with number rhymes and simple counting. Pre-school children count confidently and are beginning to add one more to a given number. Babies develop confidence for future learning. They use their natural curiosity to explore a range of natural resources.

Setting details

Unique reference number	EY426461
Local authority	Birmingham
Inspection number	10070027
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	28
Number of children on roll	60
Name of registered person	The Little Ripley Day Nurseries Ltd
Registered person unique reference number	RP902303
Date of previous inspection	19 February 2015
Telephone number	01213543597

Little Ripley Day Nursery is one of 12 settings run by The Little Ripley Day Nurseries Limited. The nursery registered in 2011. It operates from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery employs 10 members of childcare staff, all of whom hold relevant qualifications to at least level 3. This includes two members of staff who have a foundation degree in early years. The nursery provides funded early education for two-, three- and four-year-old children.

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