

# Inspection of The Little Ripley Day Nursery

Withy Hill Farm Cottage, Withy Hill Road, Sutton Coldfield B75 6JS

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Inspection date: 9 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are happy, secure and enjoy the time they spend at the nursery. Children and babies are motivated to explore the well-planned learning environment and make new discoveries. The nursery provides a secure foundation for children's future learning, and children make good progress. Children particularly enjoy the freedom to play and learn outdoors. They eagerly challenge themselves as they use the wide selection of resources that encourage them to be adventurous and physically active. Two-year-old children relish opportunities to climb and ride bikes. They use their imaginations as they create their own mud recipes. Pre-school children develop exciting stories in their play as they construct houses and then pretend to rescue people from a fire. Babies quickly form secure attachments to the staff. Staff know babies well and make careful adjustments to meet their individual needs. Babies enjoy exploring and leading their own learning through play and discovery. Staff help children to progress well with their independence. Children develop confidence in their own abilities, for example, at mealtimes and during toileting. Staff have high expectations and children behave well. Younger children learn to share and take turns. Pre-school children play together harmoniously and collaborate as they work as a team. Children learn about good hygiene routines, healthy food choices and the importance of staying hydrated. They develop an understanding of keeping themselves safe during online activities.

### What does the early years setting do well and what does it need to do better?

- Leadership and management are strong. Leaders are ambitious and have high expectations. They invest well in the staff and ensure that their workload is manageable. Leaders support the ongoing professional development of staff effectively and provide a range of useful opportunities to help them to extend further their good skills. Recent training has helped staff to focus on enhancing how they monitor children's progress and plan for their development. Leaders have a clear vision for the future. They monitor the quality of teaching and learning effectively and identify areas to develop further.
- Leaders and staff have effective partnerships with parents. Staff engage parents well in children's learning and regularly exchange information about their achievements at home and in the setting. However, leaders do not fully include the views of parents in the self-evaluation process to help them to identify even further improvements to the setting.
- Staff make good use of their observations of children and their assessment information to plan the next steps in their learning. Overall, staff provide children with quality interactions and enhance their play skilfully. However, some staff working with older children do not recognise some opportunities to adapt their teaching. They do not fully extend children's play experiences to further captivate their interest and provide them with the highest level of challenge.

- Staff work closely with other professionals involved in children's care to implement targeted plans for children with special educational needs and/or disabilities.
- Staff support children's communication and language development skilfully, for example, through engaging them in books and interesting role play. Babies eagerly join in with action songs and rhymes. They enjoy listening to the sounds made by musical instruments and animals. Two-year-old children hide objects in sand and then ask questions, such as 'Where has it gone?' Pre-school children articulate their ideas clearly as they engage in interesting conversations and tell exciting stories.
- Staff provide children with many opportunities to practise their literacy skills. Pre-school children learn to read their names and know that marks communicate meaning. For example, they draw lines to show how many bricks need to be ordered for a house they are building in role play. They make marks and read what they have written, showing a strong imagination and grasp of story structure. Babies and younger children enjoy using a range of materials to experiment with mark making, such as creating animal footprints. Staff plan good activities that help children to develop their small-muscle skills to support writing, such as using tweezers, threading and squeezing dough.
- Staff help children to develop their understanding of the world. Babies eagerly explore a range of sensory materials and investigate the different textures. Older children learn about the wider community, including the different languages people speak, and taste food from around the world.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff are well trained in safeguarding matters. Leaders and staff have a good understanding of how to protect children from harm. They understand the procedures to follow if they identify any concerns about a child's welfare. Leaders have clear arrangements in place for managing allegations and staff know what to do should they have concerns about the conduct of a colleague. They follow robust recruitment procedures to ensure the suitability of staff. All staff are vigilant about children's safety and calmly evacuate all children from the premises during a fire drill.

## What does the setting need to do to improve?

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

- extend further the good partnerships with parents to include them more fully in the self-evaluation and help raise the quality of the provision for children to an even higher level
- recognise when to adapt teaching to enhance children's play experiences and

further captivate their interest to provide them with the highest level of challenge.

## Setting details

<b>Unique reference number</b>	EY481179
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10076248
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	90
<b>Number of children on roll</b>	165
<b>Name of registered person</b>	The Little Ripley Day Nurseries Ltd
<b>Registered person unique reference number</b>	RP902303
<b>Telephone number</b>	01213781027
<b>Date of previous inspection</b>	23 March 2016

## Information about this early years setting

The Little Ripley Day Nursery registered in 2014. The nursery employs 25 members of childcare staff. Of these, 20 hold early years qualifications at level 3, one holds a qualification at level 5 and one holds a qualification at level 6. The nursery is open from Monday to Friday all year round, except for bank holidays. Sessions are from 7am until 6pm. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspectors

Anne Dyoss  
Nasreen Ghalib

## Inspection activities

- The inspectors and managers completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- The inspectors carried out joint observations with the managers.
- The inspectors held discussions with staff and parents, and interacted with children at appropriate times during the inspection.
- The inspectors looked at a sample of documents, including evidence of staff's suitability and training.
- A meeting was held between the inspectors and the managers.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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