

Inspection of The Little Ripley Day Nursery

133 Wood End Lane, Erdington, Birmingham, West Midlands B24 8BD

Inspection date: 16 September 2022

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are thoroughly excited to arrive and are welcomed by their friends with hugs and smiles. Children immediately engage in a multitude of stimulating activities that are purposefully planned to meet their interests and needs. Learning commences as soon as they arrive because of children's positive attitudes and engagement. Staff and child interactions are heart-warming to watch and play a large part in making this nursery outstanding. Staff brim with pride as children converse on a pretend phone. The key person draws other children into play to intensify social interactions. Children are exceptionally well supported and their self-confidence flourishes.

The nursery is a beautiful, caring environment where children are valued and respected. Children show joy in their cutting skills and satisfaction in keeping scissors safely on the table. They take time in ensuring they sweep up after their activities and return toys after use. Children show pride in their environment as they confidently tell new people all about it. Children play with each other really well. They attentively listen to each other's suggestions with interest. Pushchairs are busily pushed from the role-play area into the garden, where children partake in afternoon tea. Children show high levels of social maturity when turn-taking and compromising.

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

- The curriculum is extremely well planned by a collective management team. Senior managers offer experience and knowledge to enhance the delivery of teaching and learning. This supports children in progressing to the next stage of their development. Detailed plans aid with the transition of children when progressing through the nursery. An individual plan details the children's interests and stages of development. Consequently, staff know their key children exceptionally well and extend learning to offer opportunities for children to reach their fullest potential. The key-person system is extremely well embedded.
- The manager recognises that some children have lacked confidence since the pandemic. Therefore, they focused on building children's emotional well-being and increasing self-confidence. A large stage in the garden offers children a platform to perform on. They enthusiastically dance and sing while other children watch on and excitedly clap. Children squeal with enjoyment as they relish the applause. Equally, the manager and staff participate in the children's enjoyment and reinforce how amazing they are. As a result, children are extremely confident learners.
- Staff actively encourage babies to have a go, and they clap and sing when babies secure new skills. Toddlers smile when they take steps and staff's enthusiasm for the children to enjoy and achieve is infectious. Children show

extreme levels of concentration and perseverance.

- The same expectations are given for all children, including those with special educational needs and/or disabilities. Effective systems are in place to identify any gaps in children's learning and development. Skilled staff help children to develop their understanding, for example, routines are adapted to make learning more achievable. This enables all children to feel included and valued.
- Leaders are passionate about children having a love of books. Books are available in every area of the nursery and are incorporated into most activities. Staff show enjoyment in reading books to support learning, and children listen attentively and participate when asked. Reading bags are sent home to ensure that parents and carers can share the setting's love of books.
- Older children develop mature language skills as staff model exceptional communication. Staff thread opportunities to learn through every conversation. For example, babies find joy in mimicking words and sounds and relish in the praise they receive. Children are confident speakers and older children have excellent conversational skills.
- Children's behaviours are impeccable, and they treat their peers with respect and kindness. At dinner time, children feel confident in teaching their friends to wait for their lunch before helping themselves to peas. Children respectfully listen to their peers, and the rules and boundaries are consistently supported by staff.
- The induction of children is robust and extremely effective. This is the starting point to build strong attachments and partnerships with parents and carers. Children are supported by empathetic staff who gently rock them and sensitively stroke their arms to comfort them. This means that children settle in quickly and are ready to start learning. Parents speak very highly of the setting.
- The manager is immensely passionate about her role. She is the heart of the setting and appreciates the need to maintain quality staff in order to provide outstanding childcare. Her exceptionally high-quality staff praise her nurturing and supportive approach, which is evident in their years of service. Ongoing staff training and professional development build confidence in the team.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is given top priority. Recruitment procedures are extensive and suitability checks are applied for all newly appointed staff. Staff have extensive knowledge of safeguarding procedures and managers test them regularly with scenarios, serious case reviews and group discussions. Staff know the types of abuse and can recognise signs of when abuse may occur. They are passionate about their duty of care to keep children safe and feel confident in taking any referrals further. The procedure for collecting children is robust and adhered to by staff and management. Risk assessment is thorough and the building is safe and clean. Children are encouraged to recognise possible risks to their safety.

Setting details

Unique reference number	229084
Local authority	Birmingham
Inspection number	10234408
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	104
Name of registered person	The Little Ripley Day Nurseries Limited
Registered person unique reference number	RP902303
Telephone number	0121 382 2723
Date of previous inspection	28 October 2016

Information about this early years setting

The Little Ripley Day Nursery registered in 1993. It is situated in Erdington, West Midlands. It is part of a collective group of 16 nurseries. The nursery opens from Monday to Friday, from 7am until 6pm, all year round. The setting employs 19 members of childcare staff, 15 of whom hold a qualification at level 3, one at level 2 and two staff are unqualified. The setting is in receipt of early education funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jo Southerton

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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