

Inspection of Ragamuffins Day Nursery

265 Birchfield Road, REDDITCH, Worcestershire B97 4NB

Inspection date: 13 April 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 happily enter the nursery and confidently explore a wealth of resources that motivate them to learn. This shows they feel safe and secure. Staff have high expectations of children's behaviour. They encourage them to become increasingly confident and independent to prepare them for their next stage of learning.

Children's behaviour is good. Younger babies develop their core strength as they explore sensory activities that stimulate their curiosity. New walkers receive praise from staff as they proudly toddle around developing their balance. Older babies delight in climbing steps on the indoor climbing equipment. They giggle excitedly and copy the words when staff say 'ready, steady, go' as they wait to go down the slide. Toddlers and pre-school children further develop their physical skills as they learn to ride tricycles and balance bicycles, run around and play games outdoors.

The curriculum is sequenced throughout the setting. Staff plan activities which build on what children already know and can do. For example, babies play with farm animals in oats and cereals, as staff sing songs and share farm books with them. Staff narrate their play as babies roll pigs in pretend mud, made from corn flour and cocoa. Toddlers learn animal names and the noises they make as they join in with circle times. Staff carefully plan activities for pre-school children to extend their learning. Children learn about life cycles and growing and discover where food comes from.

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

- Children enjoy extensive periods of time playing outdoors. This promotes their physical and mental health and well-being. The all-weather space has covered outdoor classrooms created to provide safe, challenging activities to continue children's learning outdoors. This includes the 'Ragaden' and woodland area where children can explore nature. Staff timetable the day meticulously to maximise children's access to this stimulating outdoor environment.
- Communication and language is a developing focus area at the nursery. Staff share a wealth of action songs and rhymes with children. Babies roll and clap their hands independently as they recall 'Wind the Bobbin Up'. Toddlers sing counting songs as they get ready to go outside. Pre-school staff plan engaging listening games, following advice from speech and language specialists. They encourage children to stand up when they hear their name in stories. Children listen intently and excitedly jump up when their name is read out. This develops their listening and concentration skills. However, staff do not always maximise opportunities to develop children's communication and language skills. For instance, during busy mealtimes, staff do not always find time to sit and communicate with children.
- Parents describe management and staff as kind, knowledgeable, dedicated,

enthusiastic and like extended family. They say they feel their opinions are sought and listened to. Parents of children with additional needs, report high levels of support and individualised care for their children. They thank staff for providing an inclusive environment where children feel accepted. Parents value the daily verbal and online communications they receive. These keep them informed of their children's learning and next developmental targets.

- Leaders and managers place great importance on supporting staff mental health and well-being. They complete regular observations and supervision meetings with staff to monitor the provision. All staff talk about feeling supported and report that they have a good work-life balance. However, leaders and managers do not always monitor staff training to ensure that all staff knowledge is up to date.
- Leaders, managers and staff continually reflect and seek ways to listen to children's and parents' views. Babies are provided with a choice of activities, songs and stories that they want to share. Pre-school children express their opinions both verbally and with daily pictorial surveys. Staff encourage older children to express whether they have enjoyed their day at nursery or not. They ask children to select red or green buttons at the end of the day, when parents collect them. This encourages children to share their learning with parents. Furthermore, regular parent questionnaires allow leaders, managers and staff to evaluate and adapt their provision to improve outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The setting is safe and secure. Managers and staff complete ongoing risk assessments to minimise risk. They maintain high levels of cleanliness which helps to prevent the spread of infection. All resources are age appropriate and in good condition. Leaders and managers have clear procedures and policies in place, of which staff are aware. All staff have secure knowledge of safeguarding, including the 'Prevent' duty, county lines and female genital mutilation. They can identify the signs of abuse and know the procedures to follow if they have any concerns.

What does the setting need to do to improve?

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

- ensure that staff are provided with the relevant training to keep their knowledge up to date to carry out their roles as effectively as possible
- further support children's communication and language development, especially during routine times of the day.

Setting details

Unique reference number	EY310961
Local authority	Worcestershire
Inspection number	10280069
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 at time of inspection	0 to 4
Total number of places	62
Number of children on roll	120
Name of registered person	Ragamuffins Day Nurseries Limited
Registered person unique reference number	RP525699
Telephone number	01527 540321
Date of previous inspection	28 September 2017

Information about this early years setting

Ragamuffins Day Nursery registered in 2005. It operates Monday to Friday, from 7.30am until 6pm. The nursery employs 16 members of childcare staff, including the owner and manager. Of these, twelve members of staff hold an appropriate early years qualification at level 3 and three members of staff have early years teacher status. The nursery is in receipt of funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sharon Wilcox

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The nominated individual, manager and inspector completed a learning walk together of all areas of the provision and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and manager about the leadership and management of the nursery.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 group activity with the manager.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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