

# Inspection of The Little Ripley Day Nursery

28 Oscott School Lane, Great Barr, Birmingham, West Midlands B44 9AE

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Inspection date: 10 August 2023

<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 and excited when they arrive at nursery. They leave their parents with confidence to explore with their friends. Staff welcome children and greet them with enthusiasm. Children are safe and secure in this family environment. They are encouraged to be independent learners. This is reflected in the well-resourced and organised daily routine. Children across all ages are exceptionally well behaved. Older children are skilled at sharing and turn-taking during card games. Younger children show delight and tap each other gently to show their animal masks to their friends.

Leaders provide plenty of opportunities for children to learn in different ways. Children learn French, engage in football coaching and develop an understanding of food and nutrition. They benefit from high-quality teaching which builds on their prior experiences and prepares them well for school. Staff have high expectations for all children. They know what they want children to learn and provide a curriculum that is individual to the children's interests and learning needs. Staff are proactive and work closely with parents to effectively support children with special educational needs and/or disabilities (SEND).

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

- Leadership and management are strong. Managers have created an ambitious curriculum which is securely embedded across the nursery. Staff use topic-based learning to inspire children's interests and plan adult-directed activities. This helps children to build on what they already know and can do.
- Staff monitor children's development using assessment and screening tools. They target gaps in children's learning to ensure all children, including those with SEND, are supported and that no child is left behind.
- The key-person system is effective. Staff get to know and understand their key children well. They work in partnership with parents and other agencies to support children's learning and development. As a result, all children make good progress and demonstrate a positive attitude to their learning.
- Staff teach children to be fully independent. Older children use the toilet and maintain regular handwashing throughout the day. Staff support children to set the table, self-serve and pour their own drinks during meals and snacks. Younger children are guided to feed themselves their own breakfast.
- Children are served healthy and nutritious meals throughout the day, prepared by the friendly chef who ensures that children's dietary needs are met. Staff promote oral health and keep parents informed about suitable foods for children to eat and protect their teeth.
- Children have highly enriching experiences outdoors, across all areas. Children engage in meaningful physical experiences and creative play. Staff encourage

older children to take risks as they climb and jump from benches. Younger children explore using their senses in the sand. Staff are aware of the importance of sun safety. They encourage children to wear hats, apply sunscreen and ensure children are well hydrated.

- Staff teach children about the community. Children visit the local shops and the park. They support donations for the foodbank and visit elderly residents in their care home. They have some opportunities to learn about equality and diversity through celebrating festivals throughout the year. However, children do not always learn about other children's families and traditions that are different to their own.
- Staff well-being is effectively supported. Leaders and managers are committed to supporting and monitoring staff professional development. They benefit from regular supervisions, staff meetings and training to maintain good practice.
- The manager and staff have positive links with local schools. They engage with school staff to share information. School staff visit children in nursery to prepare and support children's transition into school.
- Managers and staff have strong partnerships with parents. Parents speak highly of the wonderful family-friendly team. The majority of parents are able to access information about their child's development, progress and events using the online app. However, occasionally, some parents find it a challenge to download the online app. This means that some parents do not have full access to information regarding their child.

## Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all staff have up-to-date safeguarding training. Staff are familiar with the safeguarding procedures to follow in the event of a concern with a child at risk or if an allegation is made against any adult working with children. They can identify the signs and symptoms of abuse. The manager and staff are alert to minimise risks and ensure that the premises are regularly assessed for risks. Children's attendance is monitored effectively. Robust recruitment systems are in place to ensure that staff are suitable. Staff are deployed well to maintain children's safety through well-organised adult-to-child ratios.

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

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

- provide greater opportunities for children to develop a deeper understanding of families' traditions and communities beyond their own
- strengthen arrangements for sharing information with parents so that they all receive all information about their child.

## Setting details

<b>Unique reference number</b>	228962
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10295291
<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 at time of inspection</b>	1 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	89
<b>Name of registered person</b>	The Little Ripley Day Nurseries Limited
<b>Registered person unique reference number</b>	RP902303
<b>Telephone number</b>	0121 360 5095
<b>Date of previous inspection</b>	5 December 2017

## Information about this early years setting

The Little Ripley Day Nursery registered in 1990. It is located in Great Barr, Birmingham. The nursery opens from Monday to Friday, all year round. Sessions are from 7am to 6pm. The provider employs 24 members of staff, of whom 22 hold appropriate early years qualifications at level 2 and above. Two members of staff are unqualified. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Maryanne Hepburn-Bean

## Inspection activities

- This was the first routine inspection the nursery 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 managers and inspector completed a learning walk and discussed the organisation of the nursery and curriculum provided.
- The inspector observed the quality of teaching throughout the inspection. Joint evaluations of the quality of teaching took place between the manager and the inspector.
- The inspector observed staff interactions with the children during daily activities and the inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to parents at appropriate times and took account of their views of the nursery.
- A meeting was held with the leadership team to discuss leadership and management arrangements.
- The inspector looked at relevant documentation and checked 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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