

# Inspection of The Little Ripley Day Nursery

52 Old Oscott Hill, Great Barr, Birmingham, West Midlands B44 9SN

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Inspection date: 4 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 arrive at this warm and inviting setting happy and eager to engage in learning. Children's development is supported by a well-thought-out curriculum that uses children's interests to develop their skills. Staff know children and their families well and build on what children can already do and know. Staff use a consistent approach across all rooms in the setting. They calmly talk to the children about what they are doing and children respond and follow instructions appropriately. For example, staff support children to ride bicycles when outside. Staff talk to them about putting their feet on the pedals and moving their feet. Children respond and follow the guidance to help them complete the task.

Children with special educational needs and/or disabilities (SEND) are supported well. Staff work closely with parents to understand their children's needs. They incorporate any additional support children need into practice within the setting. Children transition smoothly between the rooms with support from the staff. The transition process is then put into practice to support children in preparing for the move on to school.

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

- Children's understanding of self-care is supported throughout the setting. Children wash their own hands and faces before and after mealtimes. Children are also taught how to care for others. For example, they play with dolls with dirty faces, and staff provide them with wet cloths to clean them. They talk to children about washing the babies and making them clean.
- Children use the outdoor area to support their physical development. For example, children play peekaboo with a member of staff. Children run around and use the climbing frame with confidence as they hide, and others count 'one, two, three, four' before trying to find them.
- In preparation for the move on to school, children learn to recognise the letters in their name. For example, staff hide children's names in soil for them to find. When children find their names, staff then ask them to use their finger in the soil to write their names independently. This extends children's learning and builds on skills that they have already learned.
- Children learn about the world around them. For example, they use a tuff tray and small-world toys to learn about crossing the road safely. However, children do not have first-hand experiences to access their local area to build on their knowledge of their local community and where they live.
- Staff use a consistent approach to support children in behaving well. Staff use a calm manner to speak to children about what they expect and what children should be doing. For example, when playing in the sand, staff tell children, 'Let's take turns and be careful.'

- Children are supported to be independent during the daily routine. During mealtimes, children, including younger children and babies, are encouraged to feed themselves. Staff praise the children and talk to them about what they are eating.
- Parents and staff work together to ensure children settle into the setting. Staff gain as much information as possible when children first start. They use this to help them understand children's level of development and plan for their next steps. All children, including those with SEND, make good progress from their starting points.
- Leaders and managers support staff extremely well. Staff share how their well-being is given high priority and how managers offer regular supervision and support to enhance their professional development.
- Leaders and managers have high ambition for this setting. The management team works closely together to ensure it offers the best service possible to the children and families. This passion is clear in the staff and the practice within the setting.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff ensure the setting is safe and secure for children to access. This is done through regular risk assessments taking place throughout the day. Leaders, managers and staff know what policies and procedures they would follow if they had concerns about children or staff. They know where to report any concerns they may have. Staff regularly attend training to keep their knowledge up to date and information is then shared with the rest of the team. Leaders and managers ensure that everyone working with the children is safe and suitable to do so.

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

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

- provide children with opportunities to access their local community and develop their understanding of the world around them.

## Setting details

<b>Unique reference number</b>	228964
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10295292
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	100
<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 384 3781
<b>Date of previous inspection</b>	8 December 2017

## Information about this early years setting

The Little Ripley Day Nursery registered in 1999 and is situated in Birmingham. The provider employs 22 members of staff. Of these, 18 hold appropriate early years qualifications at level 2, level 3 or level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7am to 6pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Zara Hill

## 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 manager and inspector carried out joint observations to evaluate the impact of teaching on children's learning.
- The inspector observed the quality of teaching, indoors and outdoors, to assess the impact of this on children's learning.
- The inspector spoke to staff at appropriate times throughout the inspection.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Parents shared their views of the setting with the inspector.
- The inspector held a meeting with the manager and reviewed relevant documentation.

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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