

# Inspection of The Little Ripley Day Nursery

243 Marsh Hill, Erdington, Birmingham, West Midlands B23 7HY

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Inspection date: 6 June 2024

**Overall effectiveness** **Good**

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The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff carefully plan the environment to ensure the resources and activities positively impact children's outcomes. For example, leaders have purposefully created a sensory room for those children with special educational needs and/or disabilities (SEND) to regulate their emotions. Younger children benefit from large play equipment indoors, where they learn to climb and balance, and table-top activities to strengthen their early standing. Additionally, children engage in daily outdoor play, where they further develop their excellent physical skills.

Staff skilfully deploy themselves to engage in children's learning and purposefully invite others to join their play. This positively contributes towards children's enthusiasm to learn and high levels of confidence in social situations. For instance, toddlers hand the inspector a colouring crayon, inviting them to join their mark-making activity. New babies demonstrate that they feel emotionally secure as they build early attachments with staff. Parents and carers report on how comfortable they feel leaving their children in 'safe hands'. This is reflected in how well children settle.

Staff support children to become independent. For example, children learn to wash their hands before eating, self-serve their own meals and pour their own drinks. They enjoy making independent choices for where they want to play and what with. For instance, young children carefully fill small bowls with pretend food, which they happily transport into other areas. They have the freedom to lead and enhance their own learning. This promotes their outstanding behaviour.

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

- Staff support children's personal development in many ways. For instance, toddlers gain a strong sense of self through activities which teach them to share resources and practise using their peers' names. Staff understand that some children need more time than others to regulate their emotions and when children are ready, they sensitively include them in group activities.
- Staff have high expectations of children's behaviour. For example, children stop to listen to staff, who give them clear and consistent messages about what constitutes acceptable behaviour. They sensibly walk up the stairs to their playroom firmly holding the handrail and keeping themselves safe. Staff frequently praise children, explaining why they are being praised, such as thanking them for being kind.
- Opportunities for mark making are abundant, encouraging children to express themselves in various ways. They learn to use a variety of tools with precision. For example, they show high levels of concentration as they slowly draw around a solid shape with the intent to create a picture of a house. They develop good

coordination and control over their fine motor movements.

- In response to recent mathematical training, staff focus on strengthening children's number sense. For instance, they encourage them to collect various items to count, practise number recognition and write numbers. Staff use every opportunity to develop children's mathematical language, such as using words like 'full' and 'empty' as children fill up pots with soil.
- Parents are fully involved in their children's learning. For instance, leaders have created a lending library for parents to borrow books to share with their children at home. They encourage parents to use speech and language tools to create precise next steps for those children who speak English as an additional language. Furthermore, they respectfully seek parents' views prior to liaising with any external professionals when matters relate to children's development. Parents speak highly of the setting. They say, 'The aunties are very personable', keeping them well informed about their children's learning.
- Strong working relationships with schoolteachers promote a seamless transition ensuring that all children, including those with SEND, continue to get the support that they need. Staff focus on building children's confidence, helping them to understand what to expect when they start school. Additionally, they share information with parents so that they too can promote children's school readiness.
- The special educational needs coordinator is highly trained to meet the individual needs of SEND children. She works effectively with other professionals and attends focused workshops at specialist schools to identify what further support she can offer children at the setting. Consequently, children with SEND and those from disadvantaged backgrounds progress well.
- Staff model language as children play. They talk clearly and slowly, encouraging children to repeat sounds and words back. However, some staff's questioning techniques do not always encourage children to share their ideas or extend their vocabulary. Furthermore, staff do not always provide the most-able children with the greatest level of challenge to build on their current knowledge and skills.
- Leaders are committed to extending staff's good knowledge, skills and practice. For instance, training is targeted based on children's needs and any identified gaps in practice. Leaders pride themselves in creating a caring and nurturing setting, resulting in high levels of staff retention and job satisfaction. They truly value staff and support them well.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- make the most of all interactions with children to offer them more challenge and further their communication skills, focusing particularly on the use of closed questions.

## Setting details

<b>Unique reference number</b>	228963
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10346941
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<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 377 6637
<b>Date of previous inspection</b>	13 August 2018

## Information about this early years setting

The Little Ripley Day Nursery registered in 1988 and is situated in Erdington, Birmingham. The nursery employs 19 members of childcare staff, 15 of whom hold appropriate early years qualifications at level 3 and four at level 2. The nursery is open all year round, Monday to Friday from 7am until 6pm, providing funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Mikaela Stallard

## Inspection activities

- This was the first routine inspection the setting 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.
- The manager and the inspector completed a learning walk and discussed the early years curriculum.
- The inspector carried out a joint observation of a mathematical activity with the manager.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the manager, staff, and children at appropriate times during the inspection.
- The views of parents were considered by the inspector, through verbal discussions, telephone discussions and emails.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children and accident forms.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.

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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