



## **Bambinos Plymstock**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY318782
<b>Inspection date</b>	09 June 2006
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<b>Registered person</b>	Bambinos Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Bambinos Plymstock is one of a chain of privately managed nurseries run by Bambinos Limited. It opened in 2006 and operates from five rooms in a detached house, in the Plymstock area of Plymouth. A maximum of 58 children may attend the nursery at any one time. The nursery is open each week day, from 07.00 to 18.30, for 51 weeks of the year. All children, toddlers and babies share access to an enclosed outdoor play area.

There are currently 56 children, aged from new born to eight years, on roll. Of these, 12 children receive funding for early years education. The nursery offers care for children before and after school and holiday places are available for school-aged children. The nursery currently supports children who speak English as an additional language.

The nursery employs 11 staff. Of these, eight hold appropriate early years qualifications and two are working towards a qualification. An additional member of staff covers the lunch period. Bambinos Limited holds an accredited Investors in People award, and are members of the Pre-school Learning Alliance and National Children's Bureau. They receive support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

Children are cared for in a very warm, friendly and relaxing environment. Outstanding hygiene routines are in place, to ensure that children learn about personal hygiene and are protected from cross infection. For example, staff check areas and record findings, routinely, for cleanliness. Children are encouraged to wash hands after going to the toilet and after messy play. Staff spray tables with suitable cleaning products prior to, and after children eat. This helps reduce the risk of cross infection. Children are independent in self care skills. They develop social skills by eating together at tables and are free to choose their own water. A café style snack time allows children to eat snacks when they are hungry.

Children become involved in a wide range of activities that contribute to their good health. They have regular physical play, both indoor and outside, taking part in activities to develop their physical skills, such as running around, climbing on outdoor equipment and free play activities. Being able to play outside enables them to receive fresh air which adds to their overall health. Children are cared for appropriately in the case of accidents and when medication needs to be administered. First aiders keep their first aid training up-to-date and each room has a fully stocked first aid box.

Children receive an outstanding selection of snacks and main meals. These include fresh fruit, sandwiches, with different fillings, and organic cooked food, brought in from an outside caterer. A weekly menu ensures parents are made aware of meals that their children are offered. This is changed weekly and includes a vegetarian option. Babies receive sufficient bottle feeds that are recorded. This balance of food ensures that children receive nutritious meals to sustain their health. Children are offered juice, water or milk to drink. They are free to ask for a drink at anytime. This prevents them from becoming thirsty while attending the nursery.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a very well organised purpose built nursery. A colourful

display, in the entrance to the nursery, and a parent's notice board, helps to make the setting inviting. Individual child level coat pegs, which are named, and natural displays in all rooms, allows children to feel part of the group. Children benefit from the safe, secure environment the nursery offers. They are protected from unknown visitors by the use of close circuit television. Children can play safely in a fully enclosed outdoor play area, which is secure. The physical environment and resources are kept safe for children by staff undertaking regular risk assessments and implementing appropriate actions, to address any identified potential hazards. For example, babies and toddlers have their own rooms, and have access to suitable, age related toys and equipment. This creates a safe environment for non-mobile babies by restricting the access of more mobile babies. Harnesses on highchairs keeps younger children secure when eating. Children have access to a very good selection of toys and resources that are in good condition and regularly cleaned. These are stored within easy reach of children. This enables older children to self select. Babies are supervised at all times.

Suitable fire fighting and smoke detection equipment is in place and regular emergency evacuation drills promote safety for the children. There is a good procedure in place for children to be collected. For example, parents ring the main door bell and staff observe who is calling, using the close circuit television camera, before answering the door.

Children's welfare and safety is suitably supported with regard to child protection. Staff have a basic understanding of child protection issues. They know how to access additional information and support, and some staff are booked on training to update their knowledge. The settings' child protection policy is clear and comprehensive and includes procedures to be followed in the event of an allegation being made against a member of staff.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are offered a good range of activities and experiences during their time at the setting. This includes a good balance of child led and adult directed play opportunities where children learn through first hand experiences. Children are able to join in with planned activities or to self-select from the good range of equipment readily available to them, developing their independence and personal responsibilities. They use their imagination through role-play and creative activities.

Children are valued by all members of the staff and their work is displayed beautifully, alongside adult led displays. For example, the children have made a display of fossils made from clay and their art work is displayed around the nursery. This raises children's self-esteem, sense of accomplishment and self-confidence. Children are happy, settled and enjoy warm interactions with staff members. They are each assigned a keyworker, to foster links between nursery and home. This is extended to young babies, who receive intimate care such as nappy changing and feeding from a consistent, familiar adult throughout the day. Children are grouped into age bands and enjoy participating in a range of activities with their peer group. Children are

polite, very considerate to each other and demonstrate good behaviour.

The planning of activities takes into account children's interests and is flexible enough to develop these interests, while being balanced sufficiently to meet all children's needs. For example, older children's interest in dinosaurs expanded into a week planning of activities around this theme. This approach ensures that children's interests are fostered and allows them to build on their natural curiosity as learners.

Younger children and babies benefit from very good planning and assessment, as staff use the Birth to three matters framework effectively. Parents receive sufficient information on younger children's development, which enables them to understand how their children are progressing.

Nursery Education.

The quality of teaching and learning is good. Children are offered a good range of play opportunities, which is helping them to make good progress along stepping stones towards early learning goals. Staff have a good awareness of the Foundation Stage curriculum.

Children are made to feel part of the group. They take responsibility as they join in routine tasks, such as tidying up and clearing away prior to story time. They are developing their concentration and ability to sit quietly, when, for example, they listen to other children and staff during weekend news and show and tell times. They listen intently when being told stories. Their interest, during these times, is sustained due to the skill of adults. Staff value what children say and are willing to listen to children and extend their learning by engaging them in conversation and using questioning skills to make children think. Children are increasing their self confidence by being able to use the toilet independently. They are learning about self control when they wait patiently in line when going to the toilet. They take turns in having snack and using resources and areas, within the room.

Children have opportunities to develop their writing skills by attempting to form letters in their names when completing work sheets and colourings. They learn that print has meaning when selecting books and most children hold books correctly. Children have access to a good range of books which are varied and easily accessible to children.

Children are encouraged to progress their counting skills by being encouraged to count the number of children in line to go to the toilet. Other counting and learning about number is developed by the use of counting games, using number cards and counters to correspond with the printed numbers. Practical situations are used to help children understand number, size and use mathematical language correctly. For example, children count how many spoons of porridge are needed for goldilocks and the three bears to eat. Children have some opportunities to use technical equipment, such as a computer. They also use a good range of natural materials, such as wood and bark, to explore and feel different materials. They learn about patterns by looking at fossils with magnifying glasses and when outside looking for different patterns to make rubbings with wax crayons.

Children enjoy participating in the planned physical development activities, moving

imaginatively in a wide range of ways, learning to control their bodies well. For example, they are able to play with hoops, crawl through tunnels, climb up a wooden fort, and jump into and out of tyres. They enjoy running and developing their own free play.

Children are making good progress in the area of knowledge and understanding of the world. They learn about the natural world by planting seeds. They examine different media such as fossils, and question and predict, what will happen when food colouring is poured into water. Visitors to the group, such as the local pet shop owner and health visitor, extend children's understanding of how to care for pets and how to ensure healthy eating. Children have some opportunities to learn about other cultures, however, these are limited. For example, planned activities do not include celebrating other cultures.

A clear assessment system employed by the staff ensures that a detailed record of each child's development is made. Staff use this information to plan the next activities. However, curriculum plans do not clearly indicate learning intentions for all children's abilities and do not show adult input. This does not allow for children with different stages of learning to be accommodated for, or challenged. During the sessions, children are very busy and well motivated. This ensures children do not become bored or uninterested in any activity, yet maintaining their concentration. This has a very positive impact on children's behaviour.

### **Helping children make a positive contribution**

The provision is good.

All the children are valued in the setting and children are helped to play a full part in the group, whatever their individual needs. They settle well forming very good relationships with other children and with very caring staff. Very good relationships are formed with parents of babies, and experienced staff ensure that younger children are well cared for. Older children are confident, caring and self-assured, with a clear understanding of the routines and rules of the setting. Children generally behave well and staff effectively intervene to encourage children to resolve their disputes. They use lots of praise and encouragement to promote positive behaviour. Children are encouraged to take turns. For example, children understand that areas within the pre-school room are restricted due to space. Children remind peers and staff of this rule in a fun way.

Children are welcomed into the nursery, settle well and are developing good relationships with each other and staff. Use of rooms and well-planned settling in procedures help children develop a sense of community within their own group and the whole of the nursery. Their social, moral, spiritual and cultural development is fostered appropriately. Children with additional needs, for example with English as an additional language, are well supported through effective liaison between staff and parents. Staff have an adequate understanding of the needs of children with additional needs. However, their knowledge and understanding of procedures to follow, should a child be identified as having special educational needs, is limited.

The partnership with parents is good. Staff work very closely with parents. Regular

newsletters, daily diaries and a parents' information board, provide parents with up-to-date information on events around the nursery. Regular parents' open evenings allow parents to gain an insight into their children's progress within all areas of the nursery. Staff work very closely with parents, initially when children first join the setting and throughout their time at the setting. This benefits the children's well-being and learning. A relaxed relationship is established, which facilitates good open communication between parents.

## **Organisation**

The organisation is good.

The setting creates a well organised and welcoming environment for children. Staff are well motivated and hold relevant skills to plan and provide suitable experiences for children and babies. Children practise different play opportunities by the thoughtful arrangements of the rooms. Children's work is well displayed. Systems are in place to ensure that staff continue to attend further training and extend their skills for the benefit of the group. Documentation is very well organised, stored effectively and meets the National Standards. The setting is committed to improving staff's knowledge and understanding of childcare issues. This includes attending early years training, annually. Under threes benefit from the use of the Birth to three matters framework. Good organisation of toys, resources and space, enables children and babies to self select and move around freely. Confidentiality is maintained by the provider, ensuring that records are stored safely.

The leadership and management of the setting is good. The management have very high expectations of providing good nursery education for children. Staff have good skills and knowledge of how to implement good quality care and education for children. An effective team, involving all staff and management, use systems to regularly review and evaluate activities and processes. They use this information to make further improvements and amend any concerns in the care and education of children. The nursery meets the needs of the range of children for whom they provide.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop staff knowledge and understanding of the Code of Practice (2001) for the Identification and Assessment of Special Educational Needs
- ensure children have access to a range of resources and materials that reflect difference

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop planning to clearly indicate learning intentions and how to adapt activities for children of different stages of ability

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)