



## **Bambini Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY338297
<b>Inspection date</b>	17 January 2007
<b>Inspector</b>	Carol Newman
<b>Setting Address</b>	Ewell Court House, Lake Hurst Road, Ewell, Surrey, KT19 0EB
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<b>Registered person</b>	IMI (GB) Limited
<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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

### WHAT SORT OF SETTING IS IT?

Bambini Nursery opened, at these premises, in 2006. It operates from five base rooms in Ewell Court House in Ewell in Surrey. A maximum of 48 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00, all year round. Children have access to an outdoor play area where they will be supervised at all times.

There are currently 50 children aged from one to under five years on roll. Of these 22 children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports a number of children who speak English as an additional language. The nursery caters for children who embrace the Japanese culture and language and the wider community.

The nursery employs 12 members of staff. Ten of the staff, including the manager hold an appropriate early years qualification. Two members of staff hold a current first aid certificate.

The setting receives support from the Early Years Childcare Service.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is inadequate.

The nursery is very clean and tidy. From an early age, children learn the importance of good personal hygiene through effective daily routines. Staff wash their hands and use disposable gloves to serve lunch and all staff, children and visitors wear indoor shoes. The younger children know to wash their hands after having their nappy changed and children are reminded to wash their hands after using the toilet. However, there is no written nappy changing procedure to ensure that all staff maintain the same hygiene standards. Most toilets have a good supply of paper towels and liquid soap for the children. This helps to prevent the spread of infection.

Parents give prior written consent to administer medication that ensures children receive the correct dosage according to their needs. Two members of staff hold a current first aid certificate and there is one suitably stocked first aid box. This means staff can give appropriate care if there is an accident.

Children receive nutritious lunches and afternoon snacks that help them understand foods that are good for them. However, the nursery does not make provision for breakfast or a mid morning snack and there is no choice or dessert offered at lunchtime. The meals and snacks are not offered at sufficiently regular intervals during the morning. This means the children's healthy growth and development is not promoted and their concentration skills are compromised.

Children bring water, in their own beakers, on a daily basis and these are always within reach. Drinks of juice are also offered during the day. This encourages the children to develop self help skills and to drink in sufficient quantities to prevent dehydration.

Children enjoy daily physical exercise, that contributes to keeping them healthy, when weather permits. Regular walks in the park provide opportunities for fresh air and older children are encouraged to run around in the park. Children have some access to a public play area where there is large play equipment to develop large movement skills. Also, council permission has just been granted for the group to use a nearby enclosed, grassed area. However, as this currently requires extensive refurbishment it is not currently suitable for the children's use. Also, the nursery's own large play equipment is still in storage from the change of premises and is therefore unavailable to the children.

Children use a range of small tools when playing with the play dough. They use pens and pencils effectively and hold them correctly. This encourages the development of the children's manipulative skills.

Staff use the Birth to three matters guidance to provide a range of physical play experiences for children under three years. Children under three develop a healthy dependence on their key worker who is receptive to individual needs.

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

The provision is inadequate.

Children arrive happily and settle well in this spacious, clean and welcoming environment. Children's work is displayed effectively showing that staff value the children's contributions.

Children use a range of good quality toys and resources appropriate to their age and stage of development. However, these are not sufficient in some areas to allow for rotation, to maintain the children's interest at all times and for all areas of the curriculum. For example, there are insufficient scissors in the pre-school room so that all children may use them simultaneously and resources in the role play area are limited.

Children benefit from some safety measures, for example, socket covers, stair gates and an effective emergency evacuation procedure that is regularly practised and well documented. Accident records are completed effectively and these records are used to identify hazards to promote the safety of the children. However, a formal risk assessment has not been conducted to ensure children are safe when they visit the park and the outings policy does not reflect the nursery practice.

Very young children can crawl and learn to walk in a child friendly environment in the puppy room. There are sufficient cots and beds that allow children to rest and sleep in comfort and safety. Staff regularly check sleeping children to ensure their safety and well-being.

The premises are very secure and there are good procedures in place to prevent unwanted visitors gaining access. A member of staff is at the entrance at most times and a well maintained record of visitors is in place.

Staff have a sound knowledge of child protection issues. This promotes and safeguards children's welfare within the setting. However, staff are not reminded of their responsibilities when they are employed, because there is no staff induction procedure in place.

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

The provision is satisfactory.

Children are happy, confident and relaxed in the provision. They arrive enthusiastically and are keen to play. The youngest children enjoy a suitable range of activities that are stimulating and well balanced. For example, they express themselves creatively through activities such as collage and paint, they develop physical skills when playing on the slide in the puppy room and they explore textures when playing with the pasta and animals tray. A range of adult and child initiated games help the one to two-year-olds to make progress in all areas of learning.

Toddlers enjoy lots of positive interaction giving them the confidence to try new challenges. Staff are beginning to use the Birth to three matters framework to plan suitable activities for children under three.

Staff encourage children to play together and share. Lots of praise and encouragement develops children's self-esteem. All children enjoy plenty of opportunities to develop their social skills. For example, they sit together at meal times and planned activities are carried out as a whole group in each room.

## Nursery Education

The quality of teaching and learning is inadequate.

Staff plan a range of practical activities that interest the children. However, observations are not sufficient to systematically identify children's stage of learning so that staff can plan the next steps for each child. This means that children's individual needs are not met as some children are not moved on in their learning at a good pace, with individual talents being maximised.

Staff create a stimulating environment where children's work is displayed and labelled. This gives children a sense of belonging. Staff use appropriate behaviour management strategies and children respond well. Staff are good role models and demonstrate a positive attitude towards learning by presenting activities in an interesting and enthusiastic manner. However, as planned activities are carried out as a whole group, some children are not fully engaged. In addition, the size of the group, during whole group activities, prevents staff from ensuring that all children, regardless of their home language, have a good understanding of the aims of the activity.

Children concentrate well at self-chosen activities such as playing with the playdough. Children are very independent. They see to their personal needs such as dressing and undressing to go outdoors, visiting the toilet and washing hands, washing up their glasses after juice, putting their toothbrushes in the tray and cleaning their aprons. Children feel confident enough to approach adults within the setting and are keen to show what they can do.

Children speak very confidently in their home language and some children answer willingly when staff ask questions at group time. Children repeat staff language throughout the morning session to encourage the use of English. Some children enjoy books and stories and their listening skills are satisfactory. Children are confident writers. They recognise and write letters correctly. However, children are not routinely encouraged to write their names on their art and craft work to encourage an understanding of writing for a purpose.

Children count confidently by rote to 20 and beyond and easily recognise numbers to 10. They readily choose number activities and enjoy number rhymes and songs. Games such as "Find the circles in the room", as a whole group activity, encourage an understanding of shape. However, at inspection, most children were not challenged by the whole group activities and more able children were not encouraged to extend their learning. Children have a good understanding of

matching numbers to objects. For example, they are able to count on, accurately, when counting the number of children and adults present at registration time.

Children enjoy some experiences where they investigate using their senses. Activities such as splashing in puddles, listening to music and exploring paint, are available on a daily basis. However, additional opportunities for children to use their senses to explore items such as natural materials and artefacts from different cultures, are not available, for example, by the provision of an interest table.

Children use their imagination and express their ideas in a variety of ways. They enjoy role-play and they paint, draw and make collages that represent their experiences. Staff do not give children a warning before tidy up time or to move on to the next activity. Therefore, children have limited opportunities to take activities to their natural conclusion.

Children learn about their immediate environment by going for walks in the park. Insufficient attention is paid to the provision of activities and resources that develop children's knowledge regarding information technology and there are no suitable resources in the pre-school room.

A range of tools and equipment allows children to create their own models. However, these are not always sufficient for the children's needs. Children learn about themselves and the world around them through planned activities and themed topic work. Emphasis is placed on the celebration of Japanese festivals.

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

The provision is satisfactory.

A range of activities and resources develop children's understanding of diversity. The majority of children are from the Japanese culture and therefore priority is placed on learning about Japanese festivals and practices. However, children also celebrate festivals such as Divali. This means children learn to acknowledge and accept some differences. Emphasis is placed on delivering activities in both Japanese and English and staff encourage children to speak English at most times. Children's spiritual, moral, social and cultural development is fostered.

Staff are good role models helping children learn the importance of showing respect for all. Children are given the opportunity to control their own activities during free play. However, as planned activities are carried out as a group in each room, there is insufficient opportunity, at these times, for children's differences and preferences to be acknowledged and built on.

There are satisfactory systems in place to support children who have learning difficulties and/or disabilities. This ensures children's needs are planned for and met.

Staff use appropriate behaviour management strategies that help children understand right from wrong. However, as there is no induction procedure in place, staff are not made aware of the setting's policy when they are initially employed.

The partnership with parents and carers is satisfactory. Staff gather relevant information on the registration form to ensure children are cared for according to parents' wishes. Parents

contribute to an initial assessment of their child. This ensures staff have knowledge of individual needs and achievements to help them to build on what children already know.

Parents and staff share information about children's activities. Staff involve parents in their child's learning by giving basic suggestions regarding activities that can extend learning at home. For example, newsletters give the words to the song related to the current topic. Parents contribute to their child's assessment when they give written comments on the children's termly reports.

## **Organisation**

The organisation is inadequate.

The rooms are well laid out and staff show an understanding of their role in supporting children in their play. There are suitable procedures for recruitment in place. However, there is no induction procedure to ensure all staff working with children are suitable to do so. Staff deployment is effective indoors and staff work directly with the children at all times.

Leadership and management are inadequate. Most staff are qualified and there are suitable contingency plans in place to cover for absences, to ensure children always have appropriate supervision. The manager attends a variety of additional training courses. This supports her in her role and ensures she has the latest and most relevant information available.

Staff meetings take place on a weekly and monthly basis and the training directory is available to staff at these times so that they may request further training courses. However, as no system of appraisal is in place, staff training needs are not always identified and weaknesses not addressed. Also, staff are not regularly monitored to ensure the quality of the care and educational provision is maintained.

Staff are guided by a range of policies and procedures. However, there is no complaints policy in place and some policies do not accurately reflect the practice of the setting. Policies are available in English only and therefore are inaccessible to Japanese speaking families. This means some parents are not fully informed with regard to the setting's procedures.

All mandatory records are in place. However, registration records are not maintained accurately in order to promote children's welfare and ensure their safety. The provision does not meet the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration, there have been no complaints made to Ofsted that required the provider or Ofsted to take action in order to meet the National Standards.

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

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The quality and standards of the nursery education are inadequate - notice of action to improve.

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

#### The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure children are provided with food in adequate quantities for their needs, particularly with regard to mid morning snacks and lunchtime alternatives such as a dessert
- assess the risks to children in relation to the use of the park area, particularly with regard to ensuring that children are safely escorted and supervised and a minimum of two members of staff are present at all times and take action to minimise these
- ensure that an accurate record is maintained, on a daily basis, of children's hours of attendance
- ensure all policies and procedures are relevant to the setting, contain all the necessary information and include those required by regulations, particularly with regard to the complaints policy, the outings policy and the child protection policy.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- ensure observation of children's activities systematically identifies children's individual progress through the stepping stones towards the early learning goals and can be used to inform future planning to incorporate children's individual next steps to ensure children are moved on in their learning at a good pace with individual talents being maximised
- develop and implement an action plan to show how an effective staff induction system and staff appraisal system will be introduced (this also applies to care)
- ensure sufficient attention is paid to the provision of activities and resources that develop children's knowledge regarding information technology. Provide additional opportunities for children to investigate and explore using their senses and to take activities to their natural conclusion.



These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)