



## Bambinos Childcare Centre

Inspection report for early years provision

<b>Unique Reference Number</b>	EY337045
<b>Inspection date</b>	17 January 2007
<b>Inspector</b>	Christine Slaney
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<b>Registered person</b>	Bambinos Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Sessional care, Out of School 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 Plymouth is one of a chain of privately run nurseries operated by Bambinos Limited. The nursery has been registered since 1997. This particular setting moved to its current premises in 2006. It operates from converted houses in the centre of Plymouth and serves the local area.

The nursery opens from 07.30 until 18.00, each weekday, all year round. A maximum of 92 children may attend the nursery at any one time and there are presently 93 children on roll who attend for a variety of sessions. There are currently 31 funded three and four year olds attending. Before and after-school and holiday places are available for school-aged children.

The setting employs 30 staff to work with the children. Of these, 25 hold appropriate early years qualifications. Bambinos Limited holds an accredited Investors in People Award and are

members of the Pre-School Learning Alliance and National Children's Bureau. They also receive support and advice from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is outstanding.

Children attending for full day care receive substantial meals and snacks. These are nutritionally balanced, smell delicious and are well presented. Children develop social skills by eating together at tables and are free to choose their own water. The organisation of snack time allows children to eat when they are hungry. The food is varied and meets the children's specific dietary requirements very well. For example waist bands are used to clearly identify any allergies. This ensures children's dietary needs are obvious and easy to recognise. Fresh and organic produce such as vegetables and fruits are offered daily. There are many opportunities for children to cook and taste new foods, this results in children who have very good opportunities to learn about healthy eating. Younger children's needs are catered for very well, because the meals are mashed down or liquidised depending on need. In addition, parents do have the opportunity to bring in their own foods for babies if they want. These are clearly labelled and once opened discarded after use.

Children benefit from having opportunities to play in the garden within groups of a similar age. There are several areas for children to play, which include decked and grassed areas. Furthermore, there is a covered area, which children use particularly when the weather is wet. All children including babies are provided with a very good range of exciting and stimulating daily activities with opportunities to develop physical skills, for example babies thoroughly enjoy exploring cardboard boxes. In addition the setting has an exciting indoor soft play area that all children use regularly.

Children have use of a variety of tools; these include natural materials and commercial equipment. As a result they are developing very good control of their small muscles, whilst for example holding a pencil.

Children's health and well-being is very effectively supported by the extensive knowledge gained by the setting about individual children's needs. Procedures are in place and work in practice. As a result practices are consistent and ensure any specific medical need is responded to immediately. Hygiene practices are promoted very well by staff. For example, staff check areas, tick lists, to routinely record cleanliness. In addition staff always wear gloves and aprons when changing and cleaning away fluids. Furniture, equipment and resources are routinely cleaned and therefore children are protected from the spread of infection. Children are independent in self care skills, which include brushing teeth after lunch. In addition children are encouraged to wash hands by singing a song and appropriate placed posters. This ensures children's hand washing routine is very effective. Parents are immediately informed of any illness within the setting to ensure they are able to fully protect their children.

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

The provision is good.

Children are cared for in a clean, secure, well maintained environment. They develop a strong sense of belonging, including the younger areas, where personal individual boxes have been introduced. Familiar objects can be stored here safely and parents are encouraged to bring in photographs of family members. Each age group is cared for in a specific base room. This means planned activities facilitate children's independent learning well. There is a very good range of resources, which include natural materials and treasure boxes. These are stored easily within children's reach. For example babies are able to access additional toys with ease. The space is well organised to promote children's natural curiosity as learners as they access areas, that are dedicated to certain aspects of learning like, for instance dedicated writing and computer areas.

Children are safe because regular risk assessments are carried out and any actions are completed promptly. There are comprehensive vetting and induction procedures in place for all staff, students and volunteers. Staff are vigilant about the children's safety and there are good security systems, which ensures that all visitors sign in. Children develop a good awareness of safety issues as they practise fire evacuation. Fire safety equipment and electrical equipment are checked regularly.

Children's welfare is well promoted by a team of staff who have a good understanding of the issues surrounding child protection. Procedures for reporting concerns are implemented consistently by the management team and all staff complete training. However some procedures are not fully understood by all staff members. Therefore some records do not clearly record existing injuries.

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

The provision is good.

Children enjoy their time in the setting. They have a good attitude to learning and are happy, settled and engaged purposely throughout the sessions. 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.

Children are enabled to become familiar with their surroundings, to explore and develop good relationships with staff and peers. They are confident and interact well with staff and peers. The wide range of activities and resources enable them to explore and create using all of their senses. For example young children thoroughly enjoy hand painting on the tables. Children under three years are well supported by staff as they play alongside friends. For example they try new experiences, like mark making with paint brushes and small rollers on specially prepared craft tables. Children benefit from the knowledge staff have of them and the use of the 'Birth to three matters' framework. Appropriate activities are offered and staff are able to plan the next steps for a child as they assess development. Children are becoming confident communicators, as they offer familiar and unfamiliar adults pretend food.

Children are valued and their work is displayed beautifully, alongside adult led displays. For example, interest tables of natural materials and positional language signs which encourage

children to ask questions like where is the teddy bear. This raises children's self-esteem, sense of accomplishment and self-confidence.

## Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals in all areas of learning. Staff have a secure understanding of the Foundation Stage and interact appropriately with the children. This means children are keen to learn and eagerly explore the activities that are set out for them, including independently accessing the computer area. Children concentrate and focus well overall while in large groups, such as circle time. They learn new language to describe the textures and colours of exotic fruits and vegetables like pineapples, mangos and aubergines. Although some children became a little distracted towards the end of the large group discussions.

Children enjoy sharing home experiences, which staff encourage. This results in children who are confident and happy. Children make marks in meaningful situations. This includes 'writing' their own names as they make and design a box. Although some expectations are a little unrealistic, for example the expectation of holding a pencil and 'writing' own name inside a box at the same time. Staff ask good open questions, this means children are beginning to solve simple mathematical problems and develop an understanding of positional language, like 'top' and 'bottom', 'in front', 'behind' and 'at the side'. In addition staff ensure that children have fun as they begin to understand numbers and simple sums, by singing along to songs like 'four little monkeys'. Children enjoy exploring the outside areas, where there are opportunities to climb and balance. They are interested in decorating pre brought cake and using icing tubes. Name cards are used to help children represent the first letter of their own name on the cakes. Although some children struggle to squeeze and 'write' at the same time. Clear labelling and the use of name peg activities are displayed and used throughout the setting, this ensures that children recognise their name and named activities like snack time pegs. They enjoy 'reading the menu' in the café area and ordering lunch.

Plans show that a good variety of activities are offered, which support all the areas of learning. The assessment system is used to inform planning and set targets. Children's achievements and developments are monitored appropriately and transition records are used to inform parents and the next school of children's progress and targets. There are informal systems in place to monitor teaching and learning. These include regular discussions with a qualified teacher as a result observations, assessments and evaluations of children are used to inform planning. However the system to evaluate methods of teaching is less clear and this means in practice some activities lack detailed preparation, for example not all equipment is present for snack time. This results in some children who became slightly distracted while an adult collects correct equipment.

## Helping children make a positive contribution

The provision is good.

Children's individual needs are met by staff who know the children and their families well and constantly exchange information with parents. The grouping of the children during the daily routine and the key worker system ensures recording of each child's progress and achievements.

Children with special educational needs are fully supported because the setting, works together with other agencies to support children's individual needs. Routines for children under three years of age are set but include periods for rest and nourishment. Children's spiritual, moral, social and cultural development are fostered. Children's sense of belonging is encouraged to ensure they make their own decisions regarding activities. In addition they access with ease an array of good activities and learning opportunities. For example children take part in activities that directly involve them learning about living things like planting bulbs and watching them grow. Children learn about their local community and the wider world through interesting projects, for example celebrating festivals and food tasting. On the whole, children have access to a broad range of play resources, pictures and posters that show positive images of culture, ethnicity, gender and disability.

Children behave well. Positive strategies are effective and include star charts and gentle reminders about appropriate behaviour. Circle time activities are also used effectively overall to reinforce appropriate behaviour. Staff are positive role models and encourage children to use please and thank you. In general children learn to respect others and their property, for example tidying away toys and listening during story time. Value is given to the children's thoughts, opinions and decisions therefore their self-esteem is enabled and they confidently take part in activities, taking pleasure in their achievements.

Partnership with parents and carers is good. Parents complete an initial profile about their child. Regular newsletter and informative notice boards ensure parents are well informed. This includes the displaying of a policy a month, which means parents have access to the more detailed policies on a regular bases. The prospectus ensures parents have relevant information which supports their child care and wellbeing. There are opportunities for parents to attend meetings with key workers to discuss children's development and how they are progressing. Children profiles include photographs and examples of children's work.

## **Organisation**

The organisation is good.

Children are cared for in age-appropriate rooms. These are bright, warm, welcoming and well planned. For example resources are easy to access even in the baby areas. This is because there is some low-level storage of appropriate toys for children to make independent decisions on play. Each child has a specific key worker, who plans and assesses their overall development with links to support staff and parents. Relationships, are good and babies, have cuddles and attention. The environment is safe and enables children to move around freely and with confidence.

The leadership and management are good. The care and nursery education provided to the children and families within this setting is constantly and in general monitored well. Although presently there is no formal system to monitor and evaluate methods of teaching. Overall policies and procedures work well in practice and are consistently applied throughout the setting. For example hygiene practices like the wearing of apron and gloves are very effective. Children benefit from staff who are qualified and have a secure knowledge of the Foundation Stage. Staff have received appropriate training, which includes Birth to three matters framework and as a result they are developing a good knowledge and understanding of this framework

and how to implement for all under three's. Planning is seen as important and staff are given appropriate time away from children to plan and discuss the specific needs of individual children.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection that required the provider or Ofsted to take any 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**

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):

- review the recording of existing injuries, to ensure all staff fully understand

#### **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):

- continue to monitor teaching methods to ensure consistency of good practice, identify gaps and evaluate practice.

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)