



## **Bambini Childcare LTD**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY336895
<b>Inspection date</b>	07 March 2007
<b>Inspector</b>	Kashma Patel
<b>Setting Address</b>	St. Francis RC School, Rye Piece Ringway, Bedworth, Warwickshire, CV12 8JN
<b>Telephone number</b>	02476 316104
<b>E-mail</b>	
<b>Registered person</b>	Bambini Childcare 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?

Bambini Childcare Ltd re-registered in 2006. It operates from two rooms on the grounds of St Francis Catholic School in Bedworth. The nursery serves the local area and has strong links with the school. There is a safe enclosed outdoor play area.

There are currently 113 children from three to 11 years on roll. This includes 29 funded three-year-olds and eight funded four-year-olds. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities, and who speak English as an additional language.

The group opens five days a week, all year round except for Bank holidays and one week at Christmas. Sessions are from 08.00 - 17.45 all year round. The setting also offers a holiday play

scheme and out of school care and the sessions are from 08:00 to 08.45 and 15.00 - 17.45. The nursery also collects children from local schools in the area.

Nine staff have a National Vocational Qualification (NVQ) at level 2 and 3. One member of staff is currently working towards a recognised qualification. The setting receives support from a teacher mentor from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are well cared for in a clean environment where their well-being is promoted. Staff ensure there are clear procedures in place to minimise the possible spread of infection. For example tables are cleaned with an antibacterial spray and children are learning good hygiene practices such as hand washing. Children are also encouraged to take responsibility for their own needs, for example, by accessing tissues when required and disposing them appropriately.

Children are well nourished and have good opportunities to learn about being healthy. They were observed helping staff set up the 'snack bar' which they can access freely. They are provided with a good range of healthy and nutritious snacks such as fruit, cereals and crackers, this ensures that children are well nourished. Staff are knowledgeable about children's individual dietary requirements because they liaise with parents to ensure their needs are fully met. Children can obtain drinks from the snack bar by asking staff but cannot access drinking water independently, this means that they may get thirsty.

Children in receipt of nursery education have a good variety of equipment which enables all areas of their physical development to be challenged. They were observed using the climbing apparatus and riding on bikes. They have good opportunities to develop self-confidence as they join in with a wide range of activities both inside and outside. A sheltered area is provided so children are able to make good use of the outdoor area in most weather conditions to use their energy.

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

The provision is satisfactory.

Children's safety is adequately promoted, staff ensure that children are supervised both indoors and outside. They are supervised to the toilets which are also accessed by the reception class in the school. A member of staff is based outside to ensure that children can safely access the outside play area whenever they wish. Children's well-being is positively promoted because there is a system for all visitors to sign in and the main door to the playroom is coded which means only authorised persons can access. There are good procedures for outings which ensures that children are protected, for example, consent is obtained prior to outings and a first aid box is taken with staff to deal with potential injuries.

Children have free access to a wide range of toys and equipment which is appropriate to promote their development both inside and outside. They were observed helping themselves to toys

which are stored at their level to promote free choice. There is a procedure in place for cleaning and checking equipment regularly. However, some items such as the construction toys and small wipe boards were damaged and also showing signs of wear and tear, and this hinders children's safety and well-being.

Children's welfare is safeguarded as staff have a satisfactory knowledge of child protection. They are aware of possible signs of abuse and who to report their concerns to. A policy is in place and is accessible to parents, however, some staff are not fully aware of the procedures for allegations made against them.

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

The provision is good.

Children are happy, contented and secure throughout the nursery. They confidently access a good range of stimulating and challenging range of activities. They enjoy various activities such as creating models with waste materials and are proud to have them displayed. Outside, children enjoy painting on the easel and playing with the music board which promotes their imagination and ensures that they get fresh air.

Children attending before and after school have a good range of activities to interest and stimulate them. Children were observed playing with the small world toys, whilst others played on the games console. Staff use a sand timer to ensure that all children are able to access the games.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a good knowledge of the stepping stones in the Foundation Stage curriculum. Planning consists of long, medium and short term plans. A detailed weekly plan was observed which clearly indicates the learning intentions and how staff are deployed. This contributes to children making good progress towards the early learning goals. There is a separate plan for outdoor play which ensures children develop good skills in their physical development. Staff carry out regular observations which are then used to complete children's assessment. They also have weekly meetings to discuss how individual children have performed and also use 'participation sheets' to monitor what children have done. This ensures that all children are sufficiently challenged and supported accordingly.

Children are beginning to show concern for others, as staff make good use of puppets. They were observed taking him around with them and commenting on his likes and dislikes. Children's behaviour is well managed by staff who are sensitive to their individual needs and support them in a calm manner. They are involved in setting up basic 'rules', for example, no running and to help tidy up. Children's self-esteem is fostered positively as they delight when they are chosen as the 'star of the week'. They were observed sitting in a special chair wearing a badge. Children are consistently praised and rewarded for their efforts, they enjoy receiving stickers and treats.

Children are building good skills in communication as they take part activities such as singing and registration. They also enjoy reading and listening to stories which promotes their imagination. Children have good access to a wide range of books which they handle with care.

Staff encourage children to recall previous events, for example, they commented that they were learning about 'babies' the previous week. They were observed acting out real life situations with baby dolls by changing and feeding them in the role play 'clinic'. Children are writing for a purpose as they book appointments in the diary and label their plant pots with their names.

Most children are able to count to ten and beyond. They have free access to a mathematics area where they sort and match objects into size and colour. Children were observed building towers with bricks and seeing how tall they are, which links to their 'growing' topic. Children are developing their small muscle skills as they freely access the light table where they make faces using pebbles, pasta and coloured beads. They also enjoy playing with small construction toys and tools which promote their fine motor skills. Children are developing their creativity as they play with the puppets in the theatre and access messy play such as sand, water and dough.

Children are gaining knowledge of the world as they take part in a wide range of activities. They were observed planting sunflowers and also playing with the compost where they looked for plastic bugs using a magnifying glass. Children were able to identify a ladybird. Children are developing good levels of independence, they decided to take the 'windy box' outside and were observed playing with kites and windmills. Children do not have sufficient opportunities to learn how to operate simple equipment such as the video or tape recorder. A computer was observed in the nursery but staff commented that it is only used with supervision.

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

The provision is good.

Children are developing a good understanding equality of opportunity because they have access to a good range of resources. They were observed playing with disability figures and small world toys which reflects the wider world. Children also take part in cultural celebrations and have made 'divas' for Diwali. They are also learning about disability through the use of puppets, for example, 'Charlie' has come to visit the nursery from China. He has a hearing impairment and children are aware that they have to talk carefully and slowly to him. This means that staff are knowledgeable and experienced to care for children with learning difficulties and/or disabilities. Children's spiritual, moral, social and cultural development is fostered.

The children behave well as they learn to consider others and what is expected of them, for example, as they enter the snack room they ask if there is any space for them. They also seek the company of their peers and were observed asking other children to join them in the role play area. Children consistently receive praise and encouragement for sharing and playing well together.

The partnership with parents and carers of children in receipt of nursery education is good. Parents receive detailed information about the Foundation Stage and topic work through regular newsletters. A wipe board is updated daily to keep parents well informed of their children's day. There is a good range of photographs so parents can also see their children participating in activity. Parent evenings are arranged and additional information is sent regarding the various topics children are following each month. Newsletters include ideas on how parents can extend children's learning at home by completing their homework with them.

Parents are also invited into the nursery, a nurse was observed talking to children about 'babies' This fosters the ethos of children's development and progress being a partnership between parents and the staff.

### **Organisation**

The organisation is satisfactory.

Children are protected because all staff are appropriately qualified and there are some good procedures for recruitment and vetting which ensures that staff are suitable to work with children. A key worker system ensures that children are appropriately supported and cared for throughout the day and staffing ratios are met at all times. Staff make good use of time and space throughout the sessions to enable children to access a good range of activities both inside and outside. Toys and resources are accessible allowing free choice, but some equipment is damaged and this impacts on children's safety.

All policies and procedures protect children sufficiently and are well implemented to promote positive outcomes for children. They are well organised and kept confidential. Records are available and retained for inspection. There is an effective system for induction and appraisal helps to identify areas for staff to further develop.

The leadership and management of the setting is good. The nursery monitors and develops the provision by regular meetings to ensure that children are making good progress towards the early learning goals. They are developing positive attitudes and dispositions towards their learning and are well supported to achieve their potential. Staff are knowledgeable and eager to attend relevant training when such needs are identified through team meetings.

Overall, children's needs are met.

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

Not applicable

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

Since the re-registration, there have been no complaints made to Ofsted 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.

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### 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):

- ensure fresh drinking water is available to children at all times
- maintain equipment and resources in a clean and safe condition (this also applies to Nursery Education)
- further develops staff's knowledge of procedures for allegations made against them

#### 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):

- improve opportunities for children to know and how to operate simple equipment.

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)