

Bambino Day Nursery

Inspection report for early years provision

Unique Reference Number	116762
Inspection date	24 April 2007
Inspector	Margaret Moffat
Setting Address	Old Brands Lodge, Kingshill Road, Terriers, High Wycombe, Buckinghamshire, HP13 5BB
Telephone number	01494 443444
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Registered person	Bambino Nursery LTD
Type of inspection	Integrated
Type of care	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.

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?

Bambino Day Nursery opened in 1997. It is one of seven nurseries owned by Bambino Day Nursery Limited. The nursery operates from a privately owned detached property on the outskirts of High Wycombe. A maximum of 77 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 98 children aged from three months to five years on roll. Of these, 38 children receive funding for early education. The nursery serves High Wycombe and surrounding areas. The nursery is currently supporting children with learning difficulties.

The nursery employs 19 members of staff. Of these, 16 hold appropriate early years qualifications and three are working towards a qualification. The nursery also employs a cook.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are protected from infection and are taken care of if they have an accident or become ill because staff follow appropriate health and hygiene guidelines within the nursery. Nine staff hold first aid certificates and first aid boxes are easily accessible. The children play in a clean environment and staff ensure toys and resources remain clean as these are washed regularly. Children develop good hygiene routines and are aware of the importance of washing hands at appropriate times. Staff promote independence well through sensitive support and providing suitable resources such as steps, liquid soap and easily accessible towels.

Children take part in regular physical activity both indoors and outdoors boosting their development and contributing to a healthy lifestyle. They access the garden on a daily basis and use large play equipment such as a climbing frame, slide and balancing beams with increasing control. Good use of the outside area is promoted throughout the nursery and the children are offered many opportunities to play outside, particularly in the fine weather when staff take many of the table top activities such as puzzles, chalk boards and books outside for the children to play with. Babies have daily access to fresh air, many sleep in pushchairs and staff check them regularly. Staff ensure areas are safe and equipment suitable for them to crawl around and play.

Children are well nourished. They eat healthy and nutritious snacks and meals, which are freshly prepared on the premises. Staff work effectively with parents to meet their children's dietary and religious requirements. Staff preparing and serving food are aware of these and consider all parental wishes such as ensuring babies' meals are prepared either pureed, mashed or bite size pieces according to their individual needs. Older children are developing an awareness of their own needs as they have their snacks when they wish and are encouraged to pour their own drinks.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play in a warm and welcoming environment. They move around freely, safely and independently within their surroundings. They access a good range of toys and resources which are suitable for their age and stage of development. Safety checks and cleaning records ensure the toys and resources are fit for purpose. Children play with the range of activities set out for them by staff and other toys and resources are easily accessible to them, as they are stored at their level.

Security of the premises is good and protects the children from unwanted visitors. Staff carry out daily risk assessments and ensure areas are safe for the children. Children's attendance is recorded on daily sheets and a register, however, this is not always accurate to reflect the number of children in each room, this does not ensure children's safety. Children develop an awareness of how to keep themselves safe as they are given gentle reminders from staff not to run indoors. Children who are in the upstairs in the nursery are aware to hold onto the hand rail when coming down the stairs.

Children's well-being and safety is protected because staff have a good understanding of the child protection policy. They demonstrate a clear understanding of the signs and symptoms to look for and the procedures to follow if they have a concern about a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well when they arrive in the nursery. Staff are on hand to greet them in their rooms and exchange information with parents. Children enjoy participating in the activities available and make choices about what they wish to play with. Children have many opportunities throughout the day to be active, enjoy outdoor play in the fresh air and rest according to their needs as staff plan the day well. Staff plan activities using the Birth to three matters framework and use observations of the children at activities to complete their records.

Staff interact well with the children. For example, staff respond to noises and gestures babies make whilst they are playing with pasta, they lift the pasta up in the air and the babies show delight and make noises as they try to reach it. Babies have fun as they explore the pasta lifting it with both hands and putting it on their heads. As a result children become competent learners. Staff sing to the babies and encourage them to join in with the actions when singing songs such as 'Wind the bobbin up'. Children have fun and enjoy themselves as they participate in games and songs in the garden. For example, they join in enthusiastically as they sing 'Five little monkeys' and run around and jump as they follow the song. They follow instructions as they play a game of hide and seek, facing the fence and counting to 10 before looking for the staff member who is hiding. Staff praise and encourage the children as they play with the shape sorters and recognise the colours of the items they are placing in the box.

Nursery Education

The quality of teaching and learning is good. Most staff have a good understanding of the Foundation Stage and use this to plan an interesting curriculum covering all areas of learning. Planning and assessment systems are in place and observations of the children's achievements and photographs are used effectively to complete the children's records. However, evaluations of activities are not completed and as a result children's next steps in learning are not planned for. Staff know the children well and use lots of praise and encouragement to build children's confidence and self-esteem. They extend children's learning by effective use of open ended questions and through good support in spontaneous activities. For example, children notice the blossom falling from trees and shout it's snowing, staff develop children's learning by asking them to find out where the blossom is coming from and encouraging them to touch and smell it. Themes such as 'The farm' are well resourced. There is an interest table containing items found on a farm and there are many books, farm animals and activities in the room.

Children can write their own names and some can recognise familiar words. They are beginning to link sounds and letters, for example, as they discuss with visitors letters in their name. Children enjoy books for pleasure and handle them correctly. Children's understanding of space, shape, measure and numbers is developing well. They can recognise and write numbers and can name simple shapes. For example, in a number and shape activity children had to write down the numbers 1 to 5 and then draw the corresponding amount of shapes next to each number. Children use appropriate mathematical language during their play. Children learn about different cultures and beliefs through planned activities such as celebrating Chinese New Year and having French lessons. Children have access to a computer within the room; however, this is not always operational to allow children to freely use when they wish. Children use their

senses to explore and describe experiences such as tasting and smelling food, playing in the snow and feeling a range of textures. Children use their imaginations well during improvised story telling. They act out the scenarios of a farmer trying to catch animals in his field that are eating the crops. They have fun and enjoy themselves as they pretend to use nets and build traps to catch the hen and squirrel.

Helping children make a positive contribution

The provision is good.

Staff have a positive attitude towards diversity. Children become aware of their own and other cultures through a range of resources, planned activities and as they celebrate a variety of festivals. Older children participate in French lessons. A teacher comes into the nursery and encourages the children to develop their understanding of the language by introducing them to everyday words. They enjoy playing games and counting, and answering in French to their name. Children feel a sense of belonging as staff spend time with them, listen and value their ideas and views. They see their art work displayed around the rooms and staff consistently encourage and praise them for their efforts. There are good systems in place to support children with learning difficulties and this is appreciated by the parents. This positive approach fosters children's spiritual, moral, social and cultural development.

Children are well behaved and polite. Behaviour management strategies are appropriate and help children understand right from wrong. Children play well together and are happy to take turns during activities. They respond positively to requests not to run indoors and line up when asked if they are going to another area within the nursery.

Partnership with parents is good. There are both formal and informal systems in place for staff and parents to share information about the children's individual progress and development. Parents provide relevant information about their children to the staff and this helps to ensure children's individual needs are being met. Parents comment they are very happy with the care their children receive.

Organisation

The organisation is good.

The environment is organised well and space is used appropriately both indoors and out to maximise the play opportunities for the children. Children are happy and content in the nursery and receive good support from staff who know them well. Policies and procedures are used effectively to promote the welfare, care and learning of the children. Recruitment and vetting procedures are in place to ensure staff are suitable to work with the children.

Leadership and management are good. Staff work well together and are aware of their roles and responsibilities within the nursery and show a commitment to ongoing training and development. The manager is aware of weakness in nursery education with regard to children's next steps in learning and there are plans in place to address this. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the previous inspection the nursery was asked to ensure good hygiene practices regarding nappy changing were in place and meals and snacks were healthy and nutritious. Staff follow

effective nappy changing routines and the children now receive a variety of healthy and nutritious meals and snacks. This helps promote children's health and welfare.

The nursery was also asked to increase opportunities for children to explore print and read familiar words and to use their imagination in art and music. Labels around the room and word cards next to familiar items help children understand that print carries meaning and children choose books for pleasure. Planning shows that children have opportunities to be involved in music and movement activities and displays of children's work around rooms show children use their imagination in art activities.

Complaints since the last inspection

Since the last inspection Ofsted have received two complaints.

The first complaint in August 2004 related to Standard 7 Health; a child's nappy had not been changed as regularly as staff stated and the food served was unsuitable. The provider was asked to complete an internal investigation and report their findings to Ofsted. The provider responded with a detailed letter and informed Ofsted they had put further measures in place to improve their service. The provider remained qualified for registration.

The second complaint in November 2005 related to Standard 3 Care, Learning and Play and Standard 7 Health; children were left outside to sleep for long periods of time without taking into account the age or health of the children, or of the weather conditions. The provider was asked to complete an internal investigation and report their findings to Ofsted. The provider responded with a detailed report, together with copies of the parental admission forms, permission slips and details of the bedtime procedures. As a result of the investigation, the provider advised that they have made further improvements to their practice. The provider remained qualified for 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.

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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 registers are accurate at all times.

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):

- ensure evaluations of activities are completed regularly to highlight children's next steps in learning
- ensure computer is operational to allow children regular access.

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