

Bambinos Day Nursery

Inspection report for early years provision

Unique Reference Number	106077
Inspection date	09 October 2007
Inspector	Janet Butlin / Linda Dawe
Setting Address	Bambino's Day Nursery, School Drive, Plymouth, Devon, PL6 7TH
Telephone number	01752 696616
E-mail	
Registered person	Bambinos 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?

Bambinos Day Nursery at Woolwell is part of a privately owned, small chain of nurseries, serving families in and around the city of Plymouth. This Bambinos nursery was opened in early 1995 and is purpose built to provide care to children aged from birth to eight years old. The nursery is registered to provide care for 15 babies from birth to two years old, 20 children aged two years old and 24 children aged from three to eight years old. The maximum number of places for children in the nursery is 59. There are 65 children on the register, of whom 20 are in receipt of funding. The nursery supports children who have learning difficulties and/or disabilities. There are no children for whom English is an additional language. Each age group of children have their own room for play and activities. There is a separate sleep room available for babies. Two-year-olds sleep in a quiet area within their own room. The adjoining garden area is used for outdoor play by all children. The nursery offers a before and after school club called 'Just Kids'. The nursery is open 51 weeks a year, each week day from 08:00 to 18:00. An earlier start or later finish can be negotiated with the manager. The nursery manager on site is additional to the required staff for each age group. She is supported by the owners and senior Bambino's staff, who are often present within the building. All childcare staff hold, or are working towards, a childcare qualification. The setting receives the support of the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a healthy, nutritious diet of freshly prepared meals, using mainly organic produce, that are delivered to the nursery on a daily basis. Their snacks include a good quantity of healthy fresh fruit and vegetables as well as home-made biscuits. Children are well hydrated as they help themselves to water whenever they wish. Children's individual dietary needs are clearly identified to ensure that they are fully met.

Good nappy changing procedures are in place to prevent the risk of cross infection. Children learn about caring for themselves as they wash their hands and clean their teeth throughout the day. However, procedures to ensure this happens regularly are not always robust. Children's health needs are further met as a result of clear procedures with regard to administering medication and recording accidents. For example, every accident is risk assessed to minimise any further risk to children. Children receive good treatment in the event of any accident as staff are always on hand who are suitably qualified in first-aid and parents are asked to provide consent for the nursery to seek any emergency treatment needed.

All children play in the fresh air and exercise in the nursery garden every day. Staff ensure children are dressed appropriately before they go outside. They are protected from the harmful effects of the sun by the application of sun cream and by playing in the natural shade. They develop their muscles effectively as they run, climb, balance and play on the appropriately challenging equipment in the garden. They throw and catch balls with skill and control. Regular physical development and dance sessions within the pre-school unit helps children to develop a very good awareness of space as they move to music, stretch, shake and wriggle.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children have ample space within the nursery to move around freely and safely. Areas within the setting provide opportunity for a variety of play activities and the outside play area is extremely safe and secure. Children access a selection of toys and resources, easily and safely, throughout the day and these are changed regularly to give them variety. All of these toys are in sound condition.

Systems are in place to monitor entry to the premises but are not always sufficiently robust meaning that, at times, children's security is compromised. Regular fire drills are carried out to ensure that children can be evacuated quickly and safely in the event of an emergency and these are carefully recorded. However, registers are not completed promptly enough to clearly and accurately show which children are present at any one time.

Children's well-being is safeguarded as staff have received training and are clear of their roles and responsibilities with regard to child protection. Any concerns are recorded and staff refer to recommended guidelines, and helpful policies, about action to be taken.

Helping children achieve well and enjoy what they do

The provision is good.

Children are well cared for by a responsive and friendly staff team. Toddlers and babies enjoy a wide range of activities that are planned for them using the Birth to three matters framework. Young children explore exciting textures and materials. All children are provided with lots of opportunity throughout the day to play freely with toys and resources that are appropriate to their age and stage of development. For example, two-year-old children have great fun, becoming competent learners, as they use paint brushes and their hands to explore the properties of paint and investigate what happens when pasta is mixed with water. They also become skilful communicators as they make early attempts at naming the toys they are playing with and making the noise of the car they are pretending to drive.

Nursery Education.

The quality of teaching and learning is good. Children have eager, enthusiastic dispositions to learning and are making good progress towards the early learning goals in all areas. However, it is not clear, from records kept, whether their progress could be even more rapid. Staff have a good understanding of the Foundation Stage and use effective methods to help children learn, for example encouraging them to think about how many more items they need to make up a given number. However, protracted periods of whole group work mean that some children spend too much time waiting for their turn to engage with the activity. Plans show that a worthwhile range of activities are presented to cover all the areas of learning, but there is insufficient detail to show how children are to be grouped, supported or challenged to meet their individual needs. Children enjoy talking about their experiences, for example their trip to the dentist. They make marks and write and are encouraged to explore the letters in their names by overwriting and using a computer program focussing on the sounds of letters. Extremely good emphasis is given to helping children develop their mathematical understanding. They frequently count, adding and subtracting various quantities from the amount they started with. They recognise numerals and link them to the quantity it represents. Children use technology with great confidence. They operate simple computer programs and use calculators to support their mathematical activities. They manipulate pencils, pens, puzzle pieces and dough which develops their small muscles. They enjoy exploring their senses and volunteer what the water smells like after various substances have been added. They love to dance and move to music and can stay at this activity for as long as they wish. Children eagerly join in the guessing game where they all have to pretend to hide a honey pot and follow audible signals. This helps them to cooperate, listen carefully and extend their imagination.

Helping children make a positive contribution

The provision is good.

Children are happy, confident and show high levels of concentration. They show care and concern for their playmates, holding hands as they play on the decking outside, taking care to support one another. They glow with pride when they are given responsibility, such as helping to fill the water tray, and staff ensure that every child is made to feel valued and praised. Children greet their friends gleefully when they arrive and welcome them warmly to join the circle. Spiritual, moral, social and cultural development is fostered. Children are extremely well behaved and polite. Effective strategies, such as personal star charts, ensure that children respond well to positive reinforcement. Behaviour across the whole nursery is good. Minor conflicts are addressed quickly and appropriately by staff who gently remind children of what is acceptable behaviour.

Children learn about their wider community as they have visits from people who work locally. They develop an awareness of cultural and social diversity as they play with books and toys that inspire discussion and understanding. Children also learn simple signing and this helps them to appreciate diverse methods of communication.

Children's individual needs are known and respected, for example dietary allergies are carefully observed. Their needs are also fully met as a result of the good relationships that staff have with their parents and carers. For example, detailed information is sought about babies home routines such as sleep and feeding patterns so that staff can mirror these in the nursery.

Children who have specific needs receive good support and staff create meaningful plans to help them enjoy their play and develop. The nursery is in the process of changing the named coordinator for this area of provision, but there are good systems in place to maintain continuity of care. Children's key workers know them very well and help to plan for their progression.

Partnership with parents is good. Children's day to day care benefits from the open relationship that the nursery has with children's parents. There is a detailed daily exchange of information, which either takes place verbally or within the child's contact books. Monthly newsletters give parents a wider view of events happening within the nursery, such as staff changes. As a result parents feel that they are fully involved in their children's care and learning. They attend regular parents' meetings to learn about their children's progress through the Foundation Stage and enjoy informal yet informative discussions at collection times. There are good systems in place to keep parents informed about regulatory procedures.

Organisation

The organisation is satisfactory.

Children are cared for by a staff team who undergo a thorough induction process and who are vetted to ensure that they are suitable to do so. All staff within the nursery are trained or are working towards an appropriate childcare qualification. Regular appraisals mean that staff's individual training needs can be identified in order to enhance children's care. Children enjoy a range of activities that help them to progress in all areas. The setting meets the needs of the range of children for whom it provides. Children's care is regularly reviewed by senior management and as a result any areas for improvement are quickly identified and addressed. The nursery has established sound systems to support care, and policies and procedures are in place to meet Ofsted requirements and regulations. However, ensuring that these procedures are followed consistently and in all units requires improvement.

Leadership and management of the nursery education provision is good. Regular monitoring by management and frequent staff meetings ensure that an interesting programme of activities is presented to help children enjoy their experiences. The setting reflects on practice, such as the use of space, and takes advice from local supporting agencies to implement improvements. The nursery has identified that further improvements are required to the planning system, but have not yet begun to implement these. Children benefit from staff's enthusiasm for undertaking additional training and embracing developments in early years education.

Improvements since the last inspection

At the last inspection the nursery was required to ensure the delivery of meals and tidying up after meal times is managed more effectively. This has been completely addressed and mealtimes are now efficiently managed.

With regard to the nursery education, the setting was required to ensure the learning environment is effectively organised so that children experience a wider range of free-flow activities. The setting has improved the use of space to include free access to the open air throughout the session and this has significantly improved children's enjoyment. They were also required to develop the curriculum planning to allow for differentiation of activities. This remains an area to develop.

Complaints since the last inspection

Ofsted received a concern on 6 December 2006 in relation to National Standard 6 (Safety) and National Standard 12 (Working in partnership with parents and carers) Ofsted liaised with another agency and conducted an unannounced visit to the setting on 20 December 2006. As a result of the visit actions were set to ensure risk assessments are reviewed at appropriate times to ensure children's continued safety and to ensure complaints are logged in accordance with regulations and associated guidance. A satisfactory response to the actions was received. The registered person remains 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):

- improve hygiene procedures, particularly with regard to hand washing
- ensure access to the provision is effectively monitored and all registers are promptly completed

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 timing, pace and planning of sessions, using what staff know about the children, to ensure activities are presented to meet their individual stages of development and help them to progress

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