

Bambino Day Nursery Haddenham

Inspection report for early years provision

Unique Reference Number	EY244472
Inspection date	13 December 2007
Inspector	Sonjia Nicholson
Setting Address	Woodways, Haddenham, Buckinghamshire, HP17 8DS
Telephone number	01844 292678
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Registered person	Bambino Day Nurseries Limited
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 Haddenham opened in 2002. It is part of a small local chain of privately owned nurseries and operates from premises in the grounds of Haddenham Infant School. It serves the local area and children attend from the surrounding towns and villages including, Aylesbury, Thame, Stone and Princes Risborough.

The nursery is registered to provide care for 30 children under eight years, although most attend until they are five and transfer to school. There are currently 46 children on roll. This includes 11 children aged three and four years old who are in receipt of nursery education funding. Children attend for both full and part time places. The setting currently supports a number of children who speak English as an additional language. The nursery opens for 51 weeks of the year from 08:00 until 18:00.

Eight full-time staff work with the children along with a cook. The manager holds a level 3 qualification and the majority of staff have early years qualifications to NVQ level 2 or 3. One member of staff is working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Service.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Babies competently use forks and spoons to eat their lunch and access a good selection of toys which requires them to push buttons, grasp and grab to develop their fine motor skills. Older children use large spoons and a knife and fork with growing confidence to serve and eat their own lunch. There are daily opportunities to play outside using a range of equipment to develop their physical skills, for example they ride on trundle toys and enjoy painting the fence with water using large paintbrushes. Older children use the school hall for music and movement, dancing and physical education sessions using the large equipment to climb and balance. Children are beginning to notice the changes in their bodies as they listen to their heartbeat with a stethoscope as they rest, then after running around. They notice they are hotter and breathing more quickly. Children take part in sponsored walks around their playground to raise money for others.

There are good systems in place to deal with the administration of medication and accidents. The majority of staff have a first aid qualification, however the nursery policy is for senior staff to deal with minor accidents. Staff keep detailed records of accidents to children and ensure they share these with parents. They gain parental consent to seek further treatment in the event of a more serious accident; this means children receive prompt and appropriate medical care. Children learn good personal hygiene habits as they wash their hands before snack and lunchtime; staff in the baby room give the children wet paper towels so they can independently wipe their hands before their lunch. Staff use tissues to wipe babies noses to prevent the spread of infection and older children are encouraged to find a tissue to wipe their own nose then put it in the bin after use. Staff follow an established nappy changing procedure to avoid cross-infection; they change nappies at regular intervals throughout the day and also when needed in between to ensure children are clean and comfortable. Staff record details of nappy changes which they transfer into children's daily diaries so parents can see the care offered.

Children and staff wear slippers when playing inside to keep play areas clean and free from debris; parents and visitors do the same. Staff routinely sweep the floors after meals and messy activities and undertake cleaning tasks at the end of the day to maintain a clean environment for the children, however, the carpet in the Baby Room remains messy despite the staff's best efforts. This means babies crawl on an unhygienic surface. Children of all ages have the opportunity to rest and sleep in cots, buggies or on mats. Staff sit with children to help get them off to sleep; they rub their backs, stroke their heads and rock buggies. Some babies sleep outside in buggies for short periods to benefit from the fresh air; they are fully supervised by staff at all times.

The nursery employs a cook who prepares fresh meals each day for the children. She has previous experience of catering for children and understands the need for healthy, tasty, home-made dishes. Children in both rooms thoroughly enjoy their meal of shepherd's pie, carrots and broccoli and eat with gusto; many have second helpings. The menu is devised by head office and includes a variety of nutritious meals including; fish pie, spaghetti bolognese, roast chicken, lamb moussaka and cous cous. Each main meal is accompanied by fresh vegetables and snacks include fresh or dried fruit to ensure children develop good eating habits. The cook makes all cakes and biscuits herself including the mince pies for the Christmas concert which parents tuck into.

The setting has registered as a food business. The cook ensures recommendations made by the Environmental Health Officer are met by keeping a daily record of refrigerator temperatures, storing food appropriately and maintaining high standards of hygiene by completing a daily cleaning rota. All staff deal well with children's food preferences and allergies; they display information in the rooms and kitchen and are happy for parents to provide their own food, for example, one child eats a snack made by his parent at home instead of the rice cakes provided. The cook provides suitable alternatives to meet children's dietary requirements, for example, using Soya products for vegetarians and lamb mince instead of beef mince. Staff help children to learn about healthy eating through planned activities and displays, for example, the story of 'The Hungry Caterpillar'.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play within two spacious playrooms that are bright and welcoming. There are many high-quality displays of children's work which show a wide range of art techniques; these add to the stimulating environment. Children have access to the school hall and enclosed outdoor area for physical play. Staff endeavour to keep the garden tidy during the later part of the year by sweeping the leaves from the overhanging trees each day; during the summer these trees benefit the children as they provide shade when playing. Other areas within the nursery are less spacious, such as, the kitchen and office, however, staff utilise these areas well. Less successful is the narrow entrance hall which appears cluttered and uninviting. Each child has a named peg but the small hooks mean coats and belongings fall off easily. There is a shoe rack for outdoor shoes but little space for Wellington boots so they also end up scattered around. Following suggestions from a recent parent questionnaire the manager has created a board with staff names and photographs including students, so parents can get to know everyone within the nursery. However, this means the notice board containing relevant information, such as, the certificate of registration is now obscured.

Children in the Baby Room have plenty of space to crawl and play freely. Low level shelves around the room contain age-appropriate toys which the children have easy access to. There is a good range of care equipment to meet children's needs, including buggies, highchairs, cots and rocking seats some of which appear well-used. Staff follow regular cleaning rotas to check and clean toys so they are safe for children. In the Big Room children enjoy playing in different areas, such as, the role play and messy area where there are suitable toys and resources for them, for example, enough dolls to prevent squabbles between children.

Children are well supervised at all times due to the high adult:child ratios. Staff maintain a safe environment for children by undertaking daily risk assessments to identify any hazards, for example, they do not allow children to play in the soft play area as the equipment is covered in frost and children may slip. As a precaution fire safety equipment is in place throughout the building; fire exits are clearly signed and free from debris, a fire blanket is situated in the kitchen and extinguishers available in each room. Staff and children are familiar with the evacuation drill which they practice regularly so everyone knows how to leave the building quickly and safely. The manager records details for future reference. Visitors sign the visitor's book so they can be accounted for when they are on the premises. Children stay safe at collection time as staff monitor the door closely; they recognise and know the parents well. There is an established procedure in place regarding adults other than parents collecting children to ensure they do not go home with unknown people along with policies relating to a child becoming lost within the setting or if a parent fails to collect their child.

Staff have a good understanding of their role and responsibility to protect children from possible abuse and neglect. There is an on-going programme in place to ensure all staff attend safeguarding children training organised by the Early Years and Development and Childcare Service (EYDCS), although some staff have completed a distance learning course with the National Society for the Prevention of Cruelty to Children to increase their knowledge and understanding. Staff discuss any concerns about a child's welfare with the manager who completes an Injuries/Concerns log. A copy of the Local Safeguarding Children Board document is available for staff to follow but this is not currently shared with parents to ensure they are fully aware of the procedure.

Helping children achieve well and enjoy what they do

The provision is good.

Children under three years receive a high level of care from staff who offer lots of cuddles and verbal reassurance to help them feel settled and happy. Staff use the Birth to three matters framework to plan an interesting range of activities for children, for example, they enjoy playing with the sand in a tray on the floor where they use cars to make tracks. There are ample opportunities for even the youngest of children to participate in creative and messy activities, such as, printing with Christmas shaped sponges and playing with cooked spaghetti. Children independently explore their surroundings by walking, crawling and pulling themselves up onto the low level furniture; most are able to select toys from the shelf themselves.

Staff interaction is very good; they chat freely to the children at all times and encourage their language development by using and repeating familiar words, such as, 'thank you'. The atmosphere in the Baby Room is busy and staff help children develop a sense of routine by telling them they have five more minutes left to play before it is tidy up time, singing, then lunch. Consequently, the children respond well and help tidy the toys away before sitting on the carpet. Children have great fun as they choose objects from a box and sing a rhyme connected to it, for example, a child chooses a fish and they all sing 'One, two, three, four, five, once I caught a fish alive'. Staff follow children's individual routines, for example, offering milk to a child when she goes to sleep and ensuring they have their own comforter or dummy. The two to three year olds in the Big Room appear confident and happy. They excitedly chatter away and enthusiastically take part in what is going on, for example, playing in the role play area with dolls and other props. Staff interact well so that children understand what to do, for example, a member of staff shows a child how to put glue onto his Christmas decoration before he adds the glitter.

Nursery Education

The quality of teaching and learning is good. Children are making good progress as staff have a good understanding of the early learning goals and plan a wide range of interesting activities which cover all six areas of learning. They create a bright, stimulating environment for children with lots of posters and displays of high quality children's artwork around the room. Children freely explore the book corner, role play area, messy area and the carpet where they can set out toys of their choice. Staff are clear about the aims of their activity and children appear very motivated and keen to learn. They excitedly play with coloured ice-cubes in the water tray and are amazed to see them melting and the colours mixing together. The children are keen to repeat the activity even though the ice-cubes are not coloured and jump up and down and squealing with delight at the prospect. Afterwards a child tells another member of staff 'that was fun!'

Each child has a folder containing an Initial Profile form completed by parents; however some have not been completed which means staff do not always have a starting point for children's learning. There are also no opportunities for parents to update this information during their child's time at the nursery. Staff monitor children's progress by making regular worthwhile observations of the children and taking lots of photographs which they use to complete their Record of Achievement. Staff use these records effectively to help plan the next steps in children's learning and provide detailed evidence to share with parents at the annual parent's evening.

Children display high levels of independence as they find their outdoor shoes from the rack in hallway before putting them on and serve up their own meal at lunchtime with adult supervision. They are keen to learn and take part in activities, for example, writing/copying their name on the whiteboard with a member of staff. Planned activities help children develop a sense of belonging, for example, they talk about themselves as a baby and the different people in their family then draw a picture in age order of them. A general conversation between staff and children about who has got a new baby at their house further develops this understanding.

Children have lots of opportunities to make marks in the mark making area with pens, crayons, chalks and paints; staff extend this outside where they use paintbrushes to paint the fence and clipboards and pens. Children write for a purpose, for example, letters to Father Christmas which are on display and include children's attempts to write or copy their own name. There is a post box for children to post their own cards to their friends. Children are beginning to recognise their names on their name cards each morning at registration time and frequently use them to trace and copy their name independently. The environment is rich in print with labels on displays and objects around the room, lots of books and posters. Most children listen attentively to the story called 'My Friend Bear' and there is a lovely display of 'Our Favourite Books' with information for parents about the importance of repetition and familiarity. Staff often ask children to recall what has happened, particularly when using the recall board at the end of the session and children remember aspects of stories they have enjoyed, for example, a child asks 'where are the carrots?' used as props from story called 'Muncha, Muncha, Muncha'. There are many opportunities for children to talk within both small and large groups; they confidently initiate conversations with adults and use a growing vocabulary. Children communicate in different ways, for example, through songs. Before getting ready to play outside and lunchtime they sing several songs which involve all the children's names; this helps control the number of children entering the hallway or bathroom.

During the day children count to 10 and beyond, for example, they recall playing hopscotch up to 10 outside and count 13 ice cubes in the water tray; a member of staff asks them if they can remember something else that is thirteen and they correctly remember it is today's date. As they play with the ice cubes another member of staff asks them to calculate how many cups it will take to fill the bucket up and make the ice cubes rise to the top; they have great fun counting and watching the ice cubes floating up. Many planned activities encourage children to count, match and recognise numbers, for example, counting presents and matching them to the correct Christmas stocking; some children also attempt to write numbers. Children use mathematical apparatus, such as, 'compare bears' and scales to sort, match and weigh. Staff introduce children to mathematical language by talking about a display of carol singers and asking which one is the 'tallest' and which is the 'smallest'?

Children have access to the computer where they use appropriate programs involving familiar characters from children's television programmes. They move items around the screen using the mouse, match objects and count. Staff offer help to children who need it, for example, they

put their hand over the child's hand to help them move the mouse if needed and keep a record of what they can do. Children use real equipment as they sometimes operate the stereo and use the 'Beebot' robot which helps them learn about control and directional language. Children observe changes as they take part in cooking and gardening activities and explore texture through sand and water play. They manipulate playdough using their hands and use a range of tools, such as, rolling pins, cutters and knives with increasing confidence. Children learn about the weather as they complete the weather board each day. At recall time children talk about the fact it was cold and frosty outside and they made cups of tea to warm themselves up in the playhouse.

Children have a wide repertoire of songs and rhymes which they sing throughout the day. They learn many new songs and dances for their Christmas concert which they perform with great confidence to an appreciative audience. There are ample opportunities for children to express themselves freely in the sticking area which is well-stocked with magazines, scissors, stencils, sequins, glue and paper; they also enjoy painting and chalking at the easel. During planned activities, such as, making hats for their Christmas party staff do not direct children but allow them to use the glitter, glue, paint and rollers in whichever way they want which means each hat is unique. Children enjoy mixing colours; they use food colourings which they add to plain playdough and predict which colour they will make. Most children can name primary colours and one child says 'I've got red, blue, white and pink'. The role play area is changed frequently to link into planned themes, for example, staff create a Spring Wood where soft toy animals hide in the leaves, trees and flowers. Props, such as, a pop-up tent, frying pan, outdoor clothes and plates enable children to extend their play and pretend they are camping.

Helping children make a positive contribution

The provision is good.

The nursery provides a valuable service for working parents within the local community. Strong links have been established between the school and privately managed after school club; this benefits the children as many move onto these settings and are familiar with the staff and surroundings. Children learn about the wider world as they take part in planned activities, for example, 'French Day' where they look at books in French, share memories of their holidays to France and taste French onion soup and buttered French bread. They celebrate festivals to extend their knowledge of diversity, such as, Chinese New Year where they make a Chinese dragon and dance with it outside to traditional Chinese music. Children enjoy celebrating their own birthdays at the nursery by bringing a cake from home to share with their friends. They sing 'Happy Birthday', dance to music, play musical bumps and receive a card from the staff. There are a number of resources to help children learn about differences, such as, an interactive globe, a poster of world religions, a Chinese calendar, pictures of Indian culture, labels for everyday items in different languages, books, dolls and jigsaw puzzles. Staff display a holiday postcard sent from Spain from a child in the nursery. Children learn about the variety of jobs people do through themes, such as, 'People who help us'. Staff plan visits from a police officer with a police van, a postman and a fire engine. Children talk about what they do, draw pictures and make models of the vehicles they see. Children's spiritual, moral, social and cultural development is fostered.

The nursery has appointed the Deputy Manager as Special Educational Needs Co-ordinator (SENco). She has completed relevant training and attends Cluster Meetings held by the EYDCS each term to keep up to date with current issues. There are currently no children attending with learning difficulties and/or disabilities, however the SENco takes responsibility for raising

any concerns about a child's development with parents so they can seek appropriate support, for example, suggesting they attend a language drop-in session to speak to a Speech Therapist.

Children behave well. Staff deal effectively with behaviour using strategies set out in the written behaviour policy. They work closely with parents to resolve issues, for example, consistently using time out at home and nursery to help a toddler who bites understand that his behaviour is unacceptable. Staff use simple language to help children learn right from wrong, encourage them to share, resolve issues amongst themselves and develop good manners. Children are very familiar with the daily routine which means they know what is happening next; consequently there are few opportunities to misbehave. Children feel secure within the nursery and are able to cope well with changes to the routine, for example, as they prepare for the Christmas concert when staff offer lots of reassurance and explanation about what is going on, particularly to the younger children.

Parents receive lots of information about the service provided in the form of a prospectus, notice board, policy file and monthly newsletters. They complete a registration form which contains their child's personal details, such as, health issues and allergies which enables staff to offer consistent care. Staff provide good feedback to parents both verbally and via a written diary; for babies they include daily details of food intake, nappy changes and sleep times and for older children the activities undertaken that week. Staff complete a chart in the Big Room so parents can see how well their child has eaten that day and also view the recall board which explains what children have been doing. The manager has introduced a questionnaire for parents to express their views and offer suggestions for improvement, such as, creating a staff board. The Christmas concert is a good opportunity for families to socialise with one another, particularly afterwards as staff provide refreshments and mince pies. Parents are delighted to see even the youngest children within the nursery performing with confidence supported by the enthusiastic and committed staff team.

Parents spoken to feel the nursery staff are very friendly and communication is good. Staff know the children very well and provide nurturing care, particularly for babies. Children are eager to attend and reach out to staff on arrival which gives parents reassurance that they are happy and well-cared for. Feedback is good and the manager has an excellent rapport with her staff. Comments regarding areas for improvement are that some parts of the nursery including the garden look shabby and some parents feel they get too much feedback and others not enough.

The partnership with parents and carers of children receiving nursery education funding is satisfactory. The nursery prospectus contains details about the foundation stage curriculum and there is information on display within the Big Room but not in a position where parents can easily see it. The planning tool is on display and staff complete the recall board and share this with parents so they can see what has been going on; they also complete the children's weekly diaries with details of the planned activities. Staff make an effort to involve parents in their child's learning by asking for topic-related items from home via the newsletter and by providing information, such as, the explanatory notice accompanying the favourite book display. Staff recognise parents as the child's first educator but do not consistently gather information about what they can do or use it to plan the next steps in their learning. Parents attend an annual meeting where they discuss their child's progress with staff; records of achievement can also be seen on request at anytime.

Organisation

The organisation is good.

All aspects of the nursery are well-organised. The qualified staff team work well together and a good rapport is evident between them which creates a happy, fun atmosphere for the children. They are deployed effectively and are clear about their roles; some rotas are in place for cleaning but staff usually negotiate most tasks amongst themselves, for example, who does nappy changes. This means the day runs smoothly and children receive good levels of care and attention. A register is completed accurately for both staff and children to ensure ratios are maintained at all times.

There is a robust recruitment procedure in place to make sure suitable staff are employed to care for children. New staff follow an induction programme to ensure they understand the nursery policies and procedures; this includes completing a questionnaire after their first month to test their knowledge of them. Senior Management actively encourage training and identify staff needs at their annual appraisal meeting. Examples of recent training include: Child Protection, Curriculum Planning, 'Safer Food Better Business' and NVQ Level 3 courses; this has resulted in new activities being introduced to children, such as, spaghetti play which was part of a member of staff's assessment. All required documentation is in place. It is completed accurately and stored confidentially to protect children's identity. The setting meets the needs of the range of children for whom it provides.

Leadership and management are good. The manager provides a positive role model for staff and is well-liked by the children and parents. She regularly reviews what goes on within the nursery and is keen to seek parent views through a questionnaire. The nursery is working towards gaining a Quality Assurance Scheme award with Buckinghamshire EYDCS to raise standards in all areas. The Managing Director and Senior Group Manager offer regular support to the manager who also attends meetings with other managers within the chain to ensure consistency. Staff within the nursery hold meetings every half term to discuss pertinent issues and plan themes. The manager evaluates the nursery education provision to ensure children take part in a broad, balanced curriculum; she does this on a daily basis as she works within the Big Room and implements the planned activities.

Improvements since the last inspection

At the last Children Act inspection several actions were raised; to ensure accurate times of arrival and departure for staff and children are recorded, to develop an induction procedure for new staff, to monitor security of the door, appoint a member of staff responsible for behaviour management and Child Protection, ensure parents are informed of incidents within the setting, ensure all staff implement the behaviour management policy in place and include a procedure to follow in the event of a member of staff being accused of abuse. The actions have all been met as registers for staff and children are now completed accurately each day, the manager takes responsibility for Behaviour Management and Child Protection issues, incidents are recorded and shared with parents, staff monitor the door and can see who is arriving as the garden gate has been moved, all new staff follow an induction programme to ensure they consistently apply the policies and procedures in place, including, behaviour management and the child protection policy has been updated to include a procedure to follow if a member of staff is accused of abuse.

Three recommendations were also raised; to develop staff's knowledge and understanding of child protection issues, ensure good hygiene practices are in place regarding the serving of

snacks and ensure the register is accurately maintained to show when staff and children are present. Since the last inspection most staff have completed child protection training as part of their professional childcare qualification course or through courses provided by the Early Years Development and Childcare Service to increase their knowledge. Hygiene practices have improved at snack time as each child now has their own plate for their food rather than eating from the table. The daily register is completed accurately to show when staff and children are present.

At the last S122 Nursery Education inspection one key issue was raised; to provide opportunities for children to explore colour, texture and to use their imagination with a range of media and materials for their own creative projects. Children now have daily access to the creative area where they use a wide range of materials to paint, print, colour and stick imaginatively.

Complaints since the last inspection

Since the last inspection 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.

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):

- improve the standard of hygiene within the Baby Room so children play, sit and crawl on a clean floor and review facilities in the entrance hall so all children can store their belongings appropriately and parents can easily see the information on the notice board.

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):

- use the documentation in place effectively to gather information from parents about what their child can do and provide further information about the foundation stage curriculum so they can become more involved in their child's learning.

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