

# Bambino Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	140908
<b>Inspection date</b>	17 March 2008
<b>Inspector</b>	Ruth George
<b>Setting Address</b>	Tring Road, Halton, Aylesbury, Buckinghamshire, HP22 5PN
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<b>Registered person</b>	Bambino Hannah House Nursery Limited
<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?

Bambino Day Nursery is one of six privately owned nurseries. It opened in 2000 and operates from a self contained building attached to the Halton Combined School. It is situated in Halton, close to Wendover, Buckinghamshire. A maximum of 44 children may attend the nursery at any one time. The nursery is open each weekday from 07.45 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 42 children aged under eight years on roll. Of these, 18 children receive funding for early education. Children come from the local area. The nursery currently supports children with learning difficulties and/or disabilities.

The nursery employs 13 members of staff, the manager and three staff hold a level 3 qualification, five staff hold a level 2 qualification and two staff are working towards an early years qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children have very good opportunities to develop and learn about good hygiene practice. The environment is clean and children play a part in keeping the setting clean. Practitioners act as good role models clearing up spills and wiping areas clean. Children collect their own child size equipment and are seen alongside the practitioners sweeping up sand and wiping tables. Photographs of the routines are displayed as reminders to children to wash their hands before they prepare their snack. Children confidently remind one another to wash their hands so there are no germs. The younger children are equally learning good hygiene practice and before snack hold up their hands to be wiped; all children are learning the good nursery routines.

Children access the snack bar during the morning and afternoon sessions when they are feeling hungry or thirsty. They help themselves to a selection of healthy snacks, for example, crackers and carrot sticks. Most children pour their own drinks developing their independence although the jug used is rather large so some children require support from the practitioners. Snacks are adapted to meet individual children's dietary needs and their stage of development. Babies are held when they have their bottles and are gently winded when they have finished. All children receive healthy and nutritious lunch and teas. Children who are chosen as special helpers lay the tables and help serve the meals. Children are learning about healthy options and talk about healthy food, for example, that too much sugar is not good for you.

Practitioners observe good nappy changing routines to prevent the spread of infection. They have a good knowledge of dealing with accidents, children are reassured and injuries are dealt with appropriately. Children who become unwell at the setting are made comfortable until parents can be contacted to collect. Medicines are only administered with parental permission and by a senior practitioner. Most records relating to children's health are maintained accurately.

Children have free access to the outdoor area as part of the free flow activities. Activities outside promote learning in all areas. They have lots of opportunities for developing gross motor skills. For example, they kick balls, climb, run, scoot and ride bikes. They enjoy outdoor games and using the parachute. Babies enjoy time outside in the fresh air and join the other children in their pushchairs. Babies also enjoy being held in practitioners' arms, watching the other children and what is happening around them.

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

The provision is good.

Space is very well organised, all the rooms are well laid out to enable children to have easy access to resources and activities. Resources are stored in low-level shelving and drawers, which are labelled so children can see what is inside. The introduction of free flow between the rooms and outside area enables children independent access to the good quality resources and activities. There is ample equipment to meet the children's needs, including table and chairs, high chairs, comfortable seating and sleep mats.

The environment is safe and secure but allows children to take some risks. Children are learning the importance of keeping themselves safe. For example, they follow instructions to ensure their safety, they hold knives safely when eating and cooking, they use cutters safely when cutting out biscuits, and are shown how to hold scissors and carry them safely. Toddlers are

closely supervised as they climb the slide but practitioners do not intervene; they allow the toddlers to work out for themselves how to bring their feet round at the top, sit and come down safely. Children practise fire drills regularly, the older children understand that they must have their name on the fireboard at each registration to ensure if they are evacuated everyone is accounted for.

Practitioners are all familiar with the Local Safeguarding Children Board (LSCB) procedures and what to do if they are concerned for a child's well-being. The child protection policy gives some clear guidance, however, does not refer to the LSCB procedures although these are available in the staff handbook.

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

The provision is good.

Children's individual needs are met very well. Children are happy and settled. Children are making connections between home and nursery; pictures of their families are displayed on photo boards, which they proudly point to naming their parents and siblings. The free flow system works well, enabling older and younger siblings to be together during the day. If children become unsettled, their key worker is at hand for a cuddle and reassurance.

The practitioners give good levels of support and record children's progress and achievements. The practitioners support the youngest children by explaining what they are doing, why they are doing it and what might happen next. For example, we are adding water to the sand to make sandcastles; the water helps the sand to stick together. The youngest children enjoy a wide range of activities, sand is a big favourite; they enjoy watching it fall over the sides of the container and sweeping it up again with brushes. Babies are supported well and join in all the activities; they enjoy feeling different textures with their hands and feet, for example, a large bowl of oats. Some two-year-old children are grasping the concepts of colour, counting and size. They put coloured bears on a matching coloured plate, they find bears that are the same size and practitioners begin to introduce counting using the bears. All the children have good relationships and play alongside one another in harmony. They are beginning to share resources and take turns in group activities. They enjoy singing, creative activities, listening to and contributing to story telling and playing outside.

### **Nursery Education**

The quality of teaching and learning is good. Children are involved and interested in the activities. Children choose at registration from a range of activities they wish to partake in and place their names against photos of the activities to show where they are going to go and play. They concentrate and remain engaged because they are interested in what they are doing. Routines and the well-planned layout support children's growing independence and sparks their curiosity to find out more. Practitioners know the children well and record their achievements through the stepping stones. They adjust most activities to provide good levels of challenge for individuals.

Children make very good progress in their communication, language and literacy skills. Group times support children to use language for thinking, for example, practitioners ask open questions about pictures in books to encourage children's thoughts and language. Children enjoy rhyming songs and stories. During a small group activity, they identify initial sounds in words and think about words that rhyme, for example, tree and bee. They laugh at the rhyming words and call out others. They begin to recognise letters and find the word 'sunny' for the

weather board voicing the sound 's' for sunny. Children write letters in the writing area and place them in envelopes for their parents. Some children write recognisable letters and numerals including their names, whilst younger and less able children mark make for a purpose alongside their peers developing skills required to hold a pencil.

Children are developing good numeracy skills and enjoy problem solving. They are beginning to make deductions singing songs that involve taking away an object. For example, they buy currant buns in the bakers shop and children work out how many are left. Children identify the numerals on the back of the chairs, and indicate their age by pointing to the numeral on a calculator. They build a tower of bricks outside, then measure themselves and point to the coloured brick that matches their height.

Children learn to investigate working with a range of materials. They discover that water painted on the floor outside dries in the sun and evaporates. They follow instructions when weighing flour for biscuits, discuss the hot oven for cooking and choose between big and small circular biscuit cutters. A biscuit is packaged into a homemade bag and presented to a visitor with pride. Children turn the computer on, press a button for the CD drive to open and wait for the program to open so they can play. They demonstrate confident use of the computer and good control of the mouse to navigate around the program.

Children have good opportunities to express themselves creatively. However, the role play area lacks inspiration to engage children in more imaginative role play based on their first-hand experiences. They enjoy painting, mixing the colours and talk about the changes that happen when the paints mix. They use scissors to cut out shapes, gluing these on to card and draw in their play using felt pens and crayons. They can easily select additional resources from the drawers developing their independence and creativity. Children enjoy singing from a repertoire of familiar songs even reminding practitioners when they have forgotten the words.

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

The provision is good.

Children are learning to have respectful relationships and to take care of the nursery environment. Children are supported well and are forming good relationships with their key workers and their peers. Children appreciate their own and others cultures and traditions, and learn about their local community. For example, they meet the local police officers who visit the nursery, dress up in uniform, put on real handcuffs and fluorescent jackets. In the garden, they have resources to learn about road safety, using a zebra crossing to learn how to cross the road safely. Children take part in charity events, for example, the big toddle. Children have access to a good selection of books, which include learning about different beliefs, and they join in activities to extend their understanding. For example, they learn about Divali and make Divas, during Harvest Festival children share fruit and vegetables with the local nursing home and Easter celebrations include making hats and inviting parents for the Easter parade.

Children with learning difficulties and/or disabilities receive very good support and are fully included in nursery life. Practitioners work well with parents and other agencies. The children's key workers support children to meet individual targets and adapt activities to accommodate the children's needs.

Children's spiritual, moral, social and cultural development is fostered. Children's behaviour is excellent; practitioners are very good role models and help children manage situations with a consistent approach. Children are constantly rewarded for good behaviour with praise and

claps. Babies are gently reminded to share toys and offered explanations, helping them learn social skills. The older children have their own pictorial rules displayed on the wall; they remind each other regularly of these. They are polite and say thank you when a toy is shared and wait turns.

Parents receive good information about the setting and the planned activities for all age groups. The parents of the youngest children receive verbal and written feedback daily. The older children's parents receive daily feedback and weekly written diaries. Parents have good relationships with the nursery and love the involvement; they have enjoyed performances their children have put on and taking part in the charitable events. The parents are aware of the complaints procedure but it does not include the correct telephone number for the regulator. Partnership with parents is good. Parents are pleased with their children's progress in the Foundation Stage. The children's development records show the progress children are making but practitioners do not actively seek parents' views to support planning for children's next steps, for example, what children can do at home and their interests.

## **Organisation**

The organisation is good.

Children receive very good levels of care as the management team have a strong sense of purpose, keeping children safe, providing a good range of interesting activities and experiences, and maintaining a very welcoming and settled atmosphere. The free flow organisation really enhances children's independence and social skills.

Practitioners hold appropriate childcare qualifications. The company has a positive attitude to ongoing training and an annual appraisal system ensures that any training needs are identified. Appropriate vetting procedures ensure that all adults working with children are suitable to do so. All documentation is easily accessible to practitioners and a staff handbook supports induction of new practitioners. All regulatory policy documents are in place and work well in practice; however, some require minor amendments. Overall, the nursery meets the needs of the range of children for whom it provides.

The leadership and management of the nursery education are good. The registered provider and manager work well as a team ensuring that children are very well supported in their play and learning. The overall manager uses the self-evaluation form as a tool to identify their strengths and areas in which to improve. In addition, the area manager observes sessions to evaluate the effectiveness of the provision. Children have good learning opportunities and experiences but the role play area does not fully engage children in more imaginative role play.

## **Improvements since the last inspection**

There has been good overall improvement since the last inspection. There is daily provision of resources for emergent writing and craft activities. There are good opportunities for children to participate in planned physical activities and to extend their learning in mathematics. Practitioners complete children's records recording progress and provide opportunities for parents to receive regular information on their children's progress. The children have access to resources to choose in role play although the area does not engage children in more imaginative role play based on their first-hand experiences.

## **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):

- update child protection and complaint policies and ensure all records are accurately maintained.

#### **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):

- further improve the role play area to enable children to engage in more imaginative role play based on their first-hand experiences.

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)