

Bambinos Plymstock

Inspection report for early years provision

Unique Reference Number	EY318782
Inspection date	21 May 2008
Inspector	Leoarna Mathias
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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 and Nursery School opened in Plymstock in 2005 and forms part of a small chain of privately owned nurseries throughout Plymouth. The nursery has sole use of a large former residence in this suburban part of the city, and has a large secure garden to the rear for outside play.

The nursery is open from 07:30 until 18:00, 51 weeks of the year. There are currently 99 children on roll, with 26 of these in receipt of nursery education funding. Children with learning difficulties and / or disabilities, or English as an additional language can be supported.

The nursery employs 17 staff to work directly with the children, of whom 11 hold suitable early years qualifications. In addition to this, 12 are currently undertaking first or further qualifications. A senior management team which includes the owners and employed officers are also in place. The nursery is supported by the Local Authority, and hopes to begin a quality assurance programme in the near future.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children thrive in an environment where every measure is taken to promote their health. Children enjoy nutritious meals made with largely organic ingredients, and a healthy range of snack items is on offer too. Children readily access filtered drinking water. Very young children have their individual eating routines observed, and children with special dietary needs are well catered for, as staff work hard to ensure children eat a balanced diet. Hygiene is a clear priority for staff, as they keep areas used for play and eating very clean, follow rigorous routines for cleaning toys and resources used by children and adopt good practice during the serving of food. Similarly, they ensure that children are consistent in their hand washing after toileting and before meals, and older children are encouraged to brush their teeth after lunch. Toilet and nappy changing areas are pleasant and provide privacy, and high quality procedures are followed during nappy changes to ensure children's health is properly safeguarded. Documentary systems which promote the health of children are also of high quality. Prescribed medicines are properly administered, recorded and witnessed. Accidents are appropriately documented, and medical information for all children is kept up to date.

Children enjoy very regular access to excellent outdoor play facilities, with planned activities that form a part of every session. Large scale equipment allows them to develop their climbing and co-ordination skills, such as tricycles and climbing frames. Their physical skills are also promoted through action songs, which they very much enjoy, and other activities. The development of their manipulative skills is also well supported, as they participate in a range of activities, such as paper plane making, painting, gardening and playing with small world toys.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is effectively promoted by the staff team. Security and access to the building is well monitored, and visitors to the setting are asked to record their presence promptly. Children are cared for in pleasing, bright spacious rooms that are thoroughly risk assessed and well maintained. A video monitoring system ensures that rooms where children are cared for can be viewed at all times, ensuring good practice and transparency throughout the nursery. A regular and systematic review of safety is undertaken, and any hazards identified are promptly minimised by the senior management team. Fire safety is also a clear priority for the staff team, with procedures displayed in all areas, equipment in good order, and drills regularly practiced. Although recent staff changes mean that the role of child protection officer is not clearly designated at present, there is a clear and detailed child protection policy in place. The majority of staff have completed training in this area, and procedures are properly followed when staff raise a concern. As a result, the welfare of children is, when taken overall, appropriately promoted while they attend the setting.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle quickly into the care of staff, and are enthusiastic about their participation in activities. Established staff teams in each room ensure that children have every opportunity to build relationships with their designated key person. Activities for younger children are carefully

planned to give them a wide variety of experiences, and children are moved to the next age group over a period of time as suits their needs. Staff use the Birth to three matters guidance to good effect, and are quickly absorbing recent statutorily required changes to early years practice.

Nursery Education

The quality of teaching and learning is good. Children are enthusiastic about participating in their own learning, enjoying independence as they complete tasks such as folding paper aeroplanes or writing their names. They are keen to share their achievements, and staff are consistent in their use of encouragement and praise. Children have a good understanding of the agreed codes for working in a group, and are increasingly able to share, take turns and show concern for their peers.

Children are making good progress towards the early learning goals in all areas of learning. Children are strong conversationalists and respond with enthusiasm to encouragement to discuss stories or events in their own lives. They listen well at story time, concentrating and enjoying the props that are used to support this time. Children do, at times, access books independently, and most opportunity to promote children's understanding of sounds and letters are taken. Similarly, resources with which to make marks are readily on offer, though at times, naturally arising opportunities to promote their use are not fully used by staff. Children regularly practise counting and simple calculations, but again, at times, opportunities to promote mathematical skills are not always taken. They do access resources that help them to compare size and measure. Written plans provide regular opportunities for children to develop their knowledge and understanding of the world. They learn about weather, seasons and the calendar daily, access information technology, and are encouraged to make observations about the natural and man made world around them. Children take place in daily singing times, and enjoy music making. They access resources with which to freely design and make, and with which to exercise their imaginations, such as small world toys and role play resources.

New planning systems are equipping staff with a more detailed knowledge of how each child is progressing, as planning now starts with regular and detailed observations of what children can do, and then leads on to the design of activities which will promote the next steps in their learning. Good strategies are employed to give children access to plenty of small group support for their learning, and children are encouraged to make choices. Staff are warm and engaging, and children respond positively to questions and encouragement to take their learning further. However, on occasion, naturally arising opportunities to further promote children's understanding or skills are not fully taken up by staff. Similarly, though each session is well planned, there are times when logistical shortcomings in the management of the session means that children's attention drifts and at these times, less positive behaviour can occur. However, when taken overall, children's learning is supported by a staff team who are working hard to meet the educational needs of the children in their charge.

Helping children make a positive contribution

The provision is good.

Appropriate Equal Opportunities, Inclusion and Special Educational Needs policies are in place. Children with learning difficulties and / or disabilities are appropriately supported by the recently appointed Special Educational Needs Officer, who is enthusiastic and diligent in her role. Resources are also in place throughout the setting that help all children to develop an understanding of difference and diversity in our society, such as posters, books and music.

Children are also supported in the management of their behaviour. Staff are calm and consistent, acting as good role models for children to learn from. Parents access informative notice boards and regular newsletters, and staff take innovative steps to encourage parents to be familiar with how the nursery is managed and run, such as the 'Policy of the Month' scheme. Parents of youngest children receive daily written information as to their child's day, and across the nursery, staff are observed maintaining good relationships with the parents and carers of their charges. As a result, children enjoy good levels of continuity of care between home and the setting. Children's social, moral, spiritual and cultural development is fostered.

The partnership with parents in nursery education is good. Parents enjoy opportunities such as the annual parent's evenings to access the written records of their child's achievements and progress, and are clear as to their child's key person, who is readily available for discussion about their child at any time. Parents are given ideas about how to further support their child's development at home, as well as being able to readily access information about the current programme and work of the group through informative notice boards in the nursery education area.

Organisation

The organisation is good.

Children are cared for by consistent staff groups in each age group, and staff observe above minimum ratios of adults to children across the nursery. Staff are also well qualified, and good systems for delegating responsibilities such as first aid, hygiene management and health and safety result in all staff feeling secure and confident with their roles and responsibilities. Policies and other documentation are regularly reviewed and in generally good order, with only minor amendments necessary to the Child Protection and Special Educational Needs policies to ensure that the required named officers for those roles are correctly identified. The complaints log is correctly maintained and effectively contributes to the open and transparent approach senior staff take to parent's views. Finally, staff are also involved in the ongoing evaluation of the nursery's achievements, and enjoy regular team meetings and chain wide opportunities to share good practice. The nursery meets the needs of the range of children for whom it provides.

The leadership and management of nursery education is good. Staff are proactive and enthusiastic in the delivery of nursery education delivery, enjoying the effective support of the senior management team. Access to ongoing training is properly facilitated, and good use is made of the professional expertise offered by the Local Authority and other outside agencies. Team participation in the evaluation of the programme leads to an ongoing commitment to improvement through a regularly reviewed action plan, and when taken overall, the senior management team can accurately identify areas for improvement and take appropriate action to bring about positive change.

Improvements since the last inspection

At the last inspection of the quality of care the nursery was asked to develop staff knowledge of special educational needs, ensure children access resources that promote their understanding of difference and diversity. The recently appointed Special Educational Needs Co-ordinator has quickly grasped the essentials of her role and has participated in a range of training to augment her knowledge. Other members of the team have a good understanding of the need to identify and respond to developing needs and support the officer in the delivery of individualised programmes for children with learning difficulties and or disabilities. Similarly,

there is a reasonable range of resources on offer that help children learn about the diversity within our society, and activity programmes include elements which promote this knowledge.

At the last inspection of quality of nursery education the nursery was asked to make learning intentions on planning documentation clearer, and to identify how each activity will support more and less able children. Planning systems have recently changed and are now more specifically tailored to meet the needs of each child, and staff receive clearer guidance as to the purpose of activities.

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.

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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 that the Child Protection and Special Educational needs policies accurately identify the named officer for the role in order that parents and staff can direct their concerns appropriately

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 the use of time during each nursery education session to ensure children's opportunities for learning and for giving of their best are maximised
- further improve staff's use of naturally arising opportunities to promote children'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