

Bambinos Day Nursery

Inspection report for early years provision

Unique reference number 106077
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Inspector Christine Slaney

Setting address Bambinos Day Nursery, School Drive, Plymouth, Devon,
PL6 7TH

Telephone number 01752 696616

Email

Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Bambini's Day Nursery at Woolwell is part of a small, privately owned chain of nurseries, serving families in and around the city of Plymouth. This purpose-built nursery was opened in early 1995 and provides full day care. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 70 children currently on roll, 24 of whom are in receipt of funding. The nursery supports children who have learning difficulties and/or disabilities. In addition, it supports children for whom English is an additional language. Each age group of children has their own room for play and activities outside area. The premises can be accessed via a level ramp from the car park area. The nursery offers a before and after school club called 'Just Kids'. The nursery is open each weekday from 07:15 to 18:00, for 51 weeks a year. An earlier start or later finish can be negotiated with the manager. The nursery manager works between two Bambini's sites. She is supported by the owners and senior Bambini's staff. All childcare staff hold, or are working towards, a childcare qualification. The setting receives the support of the local authority.

Overall effectiveness of the early years provision

Children enjoy their time at the setting. They feel welcome and included because staff greet them personally as they arrive. This means children settle quickly to well planned activities which support their progress and development. The partnership with parents and the promotion of children's health are very strong features of this setting. There is a formal, although simple, system in place to identify key areas for future improvement. However, this has yet to impact fully. The nursery's capacity to improve is satisfactory.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- monitor the planning, assessment and observation system to ensure that targets for all children are achievable. In addition, increase staff's knowledge and understanding of the Early Years Foundation Stage framework to ensure the learning environment supports all children's learning
- review the evacuation procedures to ensure all fire exits are not obstructed
- observe the dinner time session to ensure it fully meets all children's individual needs.

The leadership and management of the early years provision

The setting review and evaluate their practice. They have implemented previous recommendations and there is a simple system in place which has identified most areas for improvement. The evaluation of staff's practice within the rooms is largely based around the setting's policies and procedures, for example, accurately

recording accidents, medication and nappy changing routines. However, this system has yet to fully impact on the learning and development for all children and some routine care, such as at dinner time. The setting is very proactive at capturing children's own comments. They display photographs and children's own words are used to express their enjoyment of the activities. This helps the setting seek children's own views about what they are interested in and enjoy. The setting planning, assessments and observations system is used to identify children's progress and targets are set. However, some children's learning and development targets are ambitious for their stage of development and the learning environment does not consistently ensure all children have opportunities to enjoy mark making and books.

There is an outstanding partnership with parents and other agencies who support children. This is a real strength of the setting and helps children feel welcome. This means children settle quickly to activities and enjoy interacting with staff and other children. They share well and understand the importance of keeping themselves safe, particularly by tidying up quickly and effectively. Contact diaries are used daily to record babies and younger children's day-to-day activities. These are shared with parents, who are welcome to make their own comments and observations. Comments from parents include that staff members are friendly and approachable and children enjoy nursery. Children with specific needs are supported very well.

The setting ensures that children are closely monitored in their activities. All children are supervised as they move around the building. This includes visits to the toilet area. Policies and procedures are in place and on the whole protect children, for example, regular fire drills. However, some fire exits need further review to ensure children can exit safely when evacuating the building. Staff have a secure understanding of the child protection procedures and the setting ensures that all who come into contact with children are suitable to do so.

The quality and standards of the early years provision

Children enjoy a very healthy lifestyle. This is because they benefit from regular, nutritious snacks and drinks throughout the day. The setting works hard with outside caterers to ensure meals are healthy and balanced for all children. As a result, they have successfully achieved a high quality award for healthy eating. In addition, topics are used to enable children to develop an understanding of the importance of eating. Children of all ages take pleasure in using their own separate outdoor play area. This ensures they have plenty of fresh air and exercise.

Children are safe and secure within the setting. Staff regularly check the premises. This means positive steps are taken to ensure that play areas and activities are appropriately supervised. They frequently complete comprehensive risk assessments. However, some fire exits are presently restricted by temporary furnishing, like children's bed rolls. Children are able to choose freely from a wide variety of resources that are stored at a low level so that they can be accessed safely.

Children have good opportunities to participate in a wide variety of activities that on the whole reflect their interests and stage of development. As a result, children freely access technology like computers and use these confidently and skilfully. Children are supported well by staff who frequently get down to their level and play alongside them, for example, while playing with foam both children and staff become excited together. This helps create a calm and relaxed feel in the baby room and, as a result, babies' interest is sustained. This is helping children to explore their senses and encourages their interest in their own environment. However, due to the organisation of mealtimes, some babies do find the dinner time routine less enjoyable. This means some babies express their feelings vocally until their food arrives. Nevertheless, staff are aware of this routine and work hard to maintain their attention by singing songs and chatting freely while they wait.

Children are confident and enjoy learning. For example, they chat freely with unfamiliar adults and are keen to share home experiences, saying excitedly 'look what Father Christmas brought me'. There are many colourful wall displays. These include some lovely photos of children at play and a collection of the children's own comments. Children access resources freely. They thoroughly enjoy role play in the home corner, chatting excitedly together with their friends. However, they are not consistently encouraged to access mark making or books in all learning environments. Staff are aware that some children would benefit from having more access to mark making materials like pens and paper, books and magazines, particularly in the areas that children express an interest in, such as the role play area. However, they have yet to implement this fully, resulting in less frequent opportunities for all children to enjoy mark making and books in meaningful situations. Staff actively seek ways to promote children's awareness of diversity by exploring a wider range of festivals and celebrations.

Staff regularly observe children's play and evaluate their progress and development. They have begun to use this information to build a picture of children's achievements which is regularly shared with parents. Staff are developing a good awareness of the children. Planning reflects children's current interests and abilities, although some targets are a little ambitious for younger children. This is because staff are enthusiastically applying the Early Years Foundation Stage framework without having a full understanding of young children's learning and developmental levels.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.