

# Bambinos Day Nursery LTD

Inspection report for early years provision

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**Unique reference number**

EY399534

**Inspection date**

04/05/2010

**Inspector**

Rebecca Elizabeth Khabbazi

**Setting address**

662 Davidson Road, CROYDON, CR0 6DJ

**Telephone number**

020 840 71068

**Email**

bambinonursery@virginmedia.com

**Type of setting**

Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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## 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 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).

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## **Description of the setting**

Bambinos Day Nursery is a privately owned setting and was registered in 2009. It operates from a converted house in a residential area of Croydon. Rooms for children are spread over two storeys, with a baby room on the ground floor and a room for children aged over two years on the first floor. There is a fully enclosed garden for outdoor play.

The nursery is registered on the Early Years Register to care for 18 children in the early years age range. There are currently 14 children on roll, who attend for a variety of sessions. The setting is open from 8.00am until 6.00pm from Monday to Friday for 50 weeks a year.

There are five staff who work with the children, including the manager and owner. All staff have relevant childcare qualifications.

The setting receives support from the local authority through an early years advisor.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The setting promotes all aspects of children's welfare and development successfully. Children are safe and well cared for in the welcoming, inclusive environment, and they make good progress in their learning. Staff get to know children well, which helps them provide appropriate care. The management and staff team continually reflect on what they do and identify areas for development. This ensures that the service is responsive to the needs of the children who attend and their families.

## **What steps need to be taken to improve provision further?**

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

- extend the use of the outdoor area to create a stimulating learning environment for children
- consider ways of ensuring policies and procedures are easily accessible to parents, and of increasing the involvement of all parents in the review and assessment of their child's progress.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is effectively safeguarded. Robust procedures for recruitment ensure that children are cared for by an appropriately vetted and well qualified staff team. Staff attend safeguarding training and are familiar with procedures to

follow if they have concerns about a child. All required documentation that promotes children's health and wellbeing and contributes to the smooth running of the setting is in place. Staff work well together as a team, sharing tasks and responsibilities throughout the day, and resources are effectively used overall. The indoor environment is well organised, bright and welcoming, with play materials accessible to children in all areas. However, the outdoor play space is not yet fully developed as a stimulating learning environment.

Staff make sure they have a good understanding of children's background and needs and make use of their knowledge to adapt the care they provide for each individual child, so that equality and diversity is effectively promoted. They have positive relationships with parents, who are welcomed into the setting. Staff discuss all required information with parents during the settling-in period and provide daily updates both verbally and through a contact sheet. However, parents do not always have easy access to policies and procedures, for instance, they are not currently displayed on the notice board, and there are also some inconsistencies in how information about children's progress is shared. Staff are aware of the need to work in partnership with other providers where children attend more than one setting.

The manager and staff team make use of feedback from parents and the support of the local authority to review and evaluate the service. They continually make adjustments and improvements to ensure that the provision grows, develops and meets children's needs. Actions taken are well targeted to lead to improved outcomes for children, for instance, changes to the layout of the rooms to encourage greater choice and independence, and improving opportunities to self-care at meal times. The management team have a clear vision for the future and plans are in place for further developments.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy and settled at the nursery and show a sense of belonging as they come in and greet their friends at the start of the day. Babies benefit from consistent carers who know them well, which ensures they settle quickly and feel secure. Older children grow in confidence and independence as they look after their own coat and shoes, serve themselves from a big bowl at lunch time, or select their own materials from the creative shelf. Children learn to keep themselves safe as they move confidently around the secure environment, learning to hold on to the rail as they go down the stairs, or to pick up their toys so that no-one falls over them. They adopt simple good hygiene routines when they wash their hands before they eat or after a messy activity. Staff follow careful procedures when they change nappies, which helps protect babies from the risk of cross-contamination. They enjoy playing outside in the garden on a regular basis as part of a healthy lifestyle, practising their physical skills as they throw and catch a ball or crawl through the tunnel.

Children throughout the nursery have good relationships with staff and benefit from a balanced daily routine and a wide range of experiences across all areas of

learning. Staff make regular observations of children's achievements and identify next steps for their learning in order to plan activities that build on existing knowledge and skills. Children of all ages are keen to communicate. Babies show pleasure as they join in with songs and rhymes, smiling and giggling as they move their bodies along to the actions. Older children help themselves to books from the welcoming quiet corner, and listen attentively when a staff member reads them a story. They make marks as they play, selecting their own resources from the writing table to draw a picture or write a shopping list. Children count as they play, seeing how many slices of fruit there are in the role play kitchen. Babies explore the materials in a treasure basket, investigating the different textures with their fingers. Older children have fun looking at the world through a magnifying glass, or planting and growing as part of a project. They use their imaginations as they create a picture with glitter and paint or when they make dinner and wash up in the home corner. Children benefit from the small, homely size of the setting and are well occupied throughout the day.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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