

Bambinos Day Nursery (Coventry) Ltd

Inspection report for early years provision

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Inspector Adelaide Griffith

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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

Bambino's Day Nursery opened in 2006. It is situated on Binley Business Park in Coventry. The nursery operates from four rooms in purpose built premises. There is a secure outside play area. The nursery is open from 07.45am to 05.30pm all year round, except for one week in August and one week at Christmas.

The nursery is registered on the Early Years Register. A maximum of 69 children may attend at any one time. There are currently 74 children aged from one year to under five years on roll, some in part-time places. The nursery is able to support children with learning difficulties and/or disabilities. The nursery also supports children who speak English as an additional language.

There are 16 members of staff. Of these, 13 hold appropriate childcare qualifications to at least NVQ Level 2. Eight members of staff are working towards a qualification or higher level qualification. The nursery offers education for funded children aged three and four years. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery provides a child-centred environment where children flourish. Children are making significant progress in their learning and development due to the excellent quality of the provision. Children's welfare is substantially safeguarded and their well-being is superbly promoted. The highly effective partnerships between providers, parents and other agencies ensure that children's individual needs are met extremely well. The rigorous self-evaluation process is embedded and results in numerous changes that benefit the children. The management demonstrates the capacity to maintain sustained improvements that lead to exceptional outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- increasing the provision of resources that helps children to learn about disability.

The effectiveness of leadership and management of the early years provision

The nursery benefits from very strong leadership and management. This has created a highly supportive environment in which staff are empowered to promote children's care and learning successfully. Rigorous recruitment procedures are

implemented to ensure that all adults working with children are suitable to do so. Policies are implemented robustly because designated staff understand their responsibility to safeguard children. For example, thorough risk assessments are carried out for the premises and for outings.

The management has a sense of purpose that is focussed on providing excellent standards of care and learning for each child. This vision is shared by all staff who work as a cohesive team to promote children's well-being admirably. Practice is dynamic because all staff are involved in a comprehensive self-evaluation process. For instance, following a review of the hand washing facilities in one room staff have made changes, such as providing additional anti-bacterial gels to ensure that these are more accessible. All changes have far reaching effects, including those made to the outside area. This has been developed with sections for growing vegetables and fruit and there is also an established free-flow system between the indoors and outside. This means that children's opportunities for learning are continually improving. Regular staff meetings and an effective training needs analysis ensure that staff keep up-to-date with recent initiatives in the early years sector. Therefore, they develop new skills that benefit children's learning and care consistently.

Extensive organisation ensures that there is effective and efficient use of staff expertise. A strong key worker system is underpinned by the bonds between staff and children and this nurtures their emotional well-being substantially. Children are highly valued in this nursery, which has an ethos of promoting their self-confidence and independence. The management consistently reflects on feedback from children to inform planning and to cater for their preferences. There is a strong emphasis on ensuring that children have a sense of belonging due to the abundance of images and resources that reflect their backgrounds and cultures. However, there are relatively few resources available to reinforce children's understanding of disability.

Input from parents is welcomed unreservedly. Staff are very responsive to requests from parents and this is facilitated by inclusive systems of communication. Questionnaires and a suggestion box are accessible, newsletters are provided regularly and parents' evenings are held frequently. Feedback and exchanges of information are shared on a daily basis. Parents express immense satisfaction with the management and staff who respect them as equal partners in their child's care and learning. Parents contribute to children's records and agree with staff aspects of learning that can be addressed specifically for their child. The partnerships with other agencies and providers are commendable. Frequent contact is maintained with agencies who provide support for individual children. Local authority personnel also feed into the practice, by exploring with the provider and staff, innovative ways of working. They effectively evaluate aspects of the provision, for example, the physical environment of each room. The staff are proactive in their work with other early years providers. Frequent visits are made to local schools whose staff are welcomed to make return visit to share information. This contributes to a stress free transition of children into formal education.

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

Children are making remarkable progress from their starting points because staff are very confident in their knowledge and understanding of the Early Years Foundation Stage. Children are learning in an extremely stimulating environment which is highly supportive. A vast range of interesting resources is available and children are free to choose from these as they wish. There is a considerable balance between adult-led and child-led activities. Staff consistently provide opportunities for children to initiate play on their own and with peers. Children's active imagination is channelled into their learning as they share information about their home activities. For example, following a visit to a castle, staff and children convert a playloft with drapes and an interesting selection of resources to represent the castle.

The expression of children's creativity is fostered because staff are highly skilled in this area. They model a wide range of techniques which children reproduce in their work. For instance, children engage in different types of painting and this is reflected throughout the nursery. Learning is effectively extended as children develop the theme of pirates by dressing-up for the role and they draw maps to identify where treasure is hidden. Some children are confident speakers, for instance, they fully explain features included on the map. Children are learning about a healthy lifestyle during their nursery day and enjoy the fresh air. They play with balls, bats, hoops and bean bags and also access slides and bikes. All children's language skills are developing due to constant interaction with staff and through show-and-tell activities. All children have opportunities to listen to stories on a daily basis and books are accessible in all rooms.

The nursery benefits from a wealth of vibrant displays and exciting resources that help children to focus on their play. The baby room contains mats, cushions, a rich mix of textures and tactile objects that promote a high quality of sensory development for this age group. Children's natural curiosity is significantly encouraged. For example, there is a highly stimulating area for children to explore and learn outside. There is a weather station where pre-school children take wind direction readings and measure rainfall. They gain a realistic understanding of the environment and sustainability by recycling materials. They keep records of fruit and vegetable which they grow and use in cooking activities. This means that children's understanding of eating healthily is innovatively promoted through play routines. Consequently, children are learning holistically. The exceptional range of prolific activities helps children to develop skills for the future.

The staff listen to what children say and combine this knowledge with information gained from observations to plan effectively for individual learning experiences. There is a well-established system of integrating suggestions from parents into the planning. A comprehensive process ensures that staff monitor children's development consistently. Challenges are included and individual support plans are in place when additional help is required. These are tailored to achieve specific outcomes, for instance, to nurture interpersonal and social skills. Staff are excellent role models who speak politely to other adults and to children. As a result, children

are encouraged to treat their peers with respect. They receive stickers and praise for achievements. Consequently, children are well-behaved and this contributes to their ability to remain focussed during activities. Children learn to stay safe as part of their daily routine. For example, staff demonstrate how to hold and use scissors safely. Also, children are reminded to hold on to the banister when climbing stairs. Owing to the guidance and support from committed staff children are making significant progress towards the early learning goals.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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