



Bambino Community Nursery Aylesbury

Inspection report for early years provision

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| Unique Reference Number | EY274154 |
| Inspection date | 21 February 2006 |
| Inspector | Jane Plested |
| Setting Address | Beech Green, Southcourt, Aylesbury, Buckinghamshire, HP21 8JG |
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| Registered person | Bambino Day Nurseries Limited |
| 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Bambino's Community Nursery is part of a small privately owned chain. It opened in February 2004 and operates from a purpose built nursery school. There are 5 rooms used to care for children, plus a kitchen and an office. Toilet facilities are available for children, staff and the disabled. There is also a secure enclosed garden for children's outside play. It is situated in Aylesbury, in Buckinghamshire and serves parents from the local community.

The nursery is open from Monday to Friday, 51 weeks of the year, from 08.00 until 18.00. The setting accommodates 84 children from 0 to 8 years. There are currently 68 children on roll. This includes 26 children who receive funding for nursery education. The nursery has facilities to support children with special educational needs and is supporting a number with English as an additional language. Children attend for a variety of sessions.

There are 16 staff working with the children. Of these, 3 are qualified to level 3 child care or education and 9 to a level 2. In addition, 8 staff are currently working toward a relevant qualification at level 2 or 3. This is a neighbourhood nursery which is sponsored by Sure Start and offers 30 places for the local community. The setting also receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children participate daily in planned outdoor activities. They have access to a good sized outside play space with the additional benefit of a large covered area, so it is suitable for use in all weathers. Here children enjoy in a variety of activities, such as climbing on large apparatus or games with balls. Whilst playing parachute games children exclaim with delight. They also learn to manoeuvre wheeled toys, to negotiate boundaries. As a result, children gain skills and have fun whilst they have fresh air and exercise.

Children's health benefits as they learn to follow good personal hygiene procedures through the well planned daily routines. However, older children are unsure why they are washing their hands. Practitioners support younger children's toileting needs effectively. Children who are more able, use the toilet with increasing independence. Practitioners ensure the furnishings are clean for children to use, for example by wiping down tables after meals and clearing spillages promptly. As a result, the premises are well maintained and clean. However, at times some rooms are too cool for children's comfort.

Limited first aid resources are in place as the managers are unsure of the items they should have. The first aid box is stored away from resources, such as gloves and water. As a result, the most effective treatment of some injuries will be delayed. Procedures for administering medicine are clear and all the documentation, supporting the nursery's work with children regarding medication and accidents, are in place.

Most children enjoy the meals and many ask for second helpings. The main meals and snacks are planned in advance and the menus are displayed. Children are actively encouraged to eat their meals, particularly the vegetables. Snacks are varied and comprise items such as fresh and dried fruit, rice cakes, toast or biscuits. As a result, children are developing some healthy eating habits. Older children are allowed to serve themselves. They sit together and hold conversations with their peers, developing strong social skills and independence.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is a clear focus for the nursery. Practitioners have good understanding of how to keep children safe and the manager checks the premises daily. Accident prevention equipment is in place throughout the nursery. For example, there are heater guards and socket covers in place, plus a large soft play surface beneath the outdoor apparatus. Practitioners ensure children are safe when sitting by placing them securely in the centre of their chair or sitting ring and by securing children with reins. As a result, children can move around or play in the setting safely.

Children have access to a wide range of indoor and outside toys and play materials. These resources are of good quality and safe. Toys are checked and cleaned systematically, for example toddler's resources are washed weekly and babies toys are sterilised daily. Many of resources are stored with children's good access in mind so they develop independence.

Children are safe and secure. There are agreed emergency procedures for collection by another adult. Practitioners are familiar with the child protection policy. They understand their responsibilities and supervise children well. In addition, practitioners can describe signs that would concern them and are aware of where additional information on this area of their work can be accessed. As a result, there are effective procedures to maintain children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

All children have opportunities to experience a good range of activities. Practitioners give children explanations about what will happen next, ensure they are made welcome and frequently praise them. Consequently, children are relaxed, familiar with daily routine and feel secure.

Children participate in both messy and creative activities, such as painting with sponges, brushes or bath puffs. Consequently, they explore colour and the texture of paint. Babies enjoy exploring a range of textures and sounds. They express delight as they squeak and rattle a variety of toys. This encourages children to become curious and develop skills for self expression.

Music and rhymes form a strong part children's daily experience. Babies enjoy a relaxing environment, created by simple musical being played in the background, and appear content listening to nursery rhymes, such as, 'Baa Baa Black Sheep'. Practitioners sing to children during nappy changing to help them relax. 'Red and Blue Bears' sit and listen attentively and begin to join in with the songs, which are led by practitioner.

The nursery is very effective in developing children's independence and providing choices for children of all ages. Practitioners frequently praise children. As a result, children are confident in their relationships with adults.

Nursery education.

The quality of teaching and learning is satisfactory. Children experience a varied curriculum and are progressing in their learning. Practitioners are familiar with the Foundation Stage curriculum and they generally promote children's learning well. They do this, for example, by using open questions, encouraging children to speak in a group and by providing good opportunities for choice and independence. Practitioners monitor children's participation and encourage them to join in with activities. Children with special needs receive effective support. However, there are weaknesses in the planning for some aspects of literacy and in the systems for observing and evaluating children's progress. Consequently, practitioners are not planning for moving children forward in their learning. Records of children's development are in place but there is no pro-active system for sharing these with parents. Consequently, they may not know how to support their children's further learning.

Children are confident in the setting. They are able to speak at group time, chat happily to their peers during meals and their play. For example, one child expresses delight at making a dough butterfly shape and two boys act out role play scenario together. This demonstrates that children are self-assured and successful communicators who are able to make secure attachments.

Children spontaneously say rhymes while they play and enjoy singing songs, such as 'I had a Little Turtle', as a group. There are planned opportunities for children to develop reading and writing skills. However, opportunities and resources for spontaneous mark making and naming of work are limited. Children have free access to the book area, however, they do not choose to use these resources independently. This reduces children's ability to develop early reading skills and opportunities for them to make marks or write with a purpose.

Children count successfully below 10 and can accurately recognise numerals on a wall display. They can name simple shapes, such as a circle, square or triangle. Younger children enjoy constructing tall towers out of stacking bricks. They know to support the base of the tower. Other children build long wheeled vehicles with Mobilo, showing imagination and skill. As a result, they are learning about balance and how to join objects together.

Children handle and explore a variety of different materials including dough, gloop and sand. They learn about elements, such as water. For example, how it feels and what we use it for. This develops an understanding of natural materials and the part water plays in our every day lives. They learn about the weather and talk about why we wear warm clothing. As a result, children know that hats, coats and scarves will keep them warm in winter.

Children are confident in their recognition of colours. They use their imaginations well during painting and drawing. During free painting children can develop their own ideas, for example by sticking additional junk resources to their artwork. Children play enthusiastically in role play. For example, one child is dressed up as a cowboy and rides an imaginary horse as his friend is dressed as superman and acts out flying behind him. They get plenty of exercise and confidently use a range of large and

small equipment. They pat, mould and manipulate soft materials, such as dough, learning about texture and shape.

Helping children make a positive contribution

The provision is satisfactory.

Promoting children's individuality and independence is a priority within the nursery. Practitioners establish individual's needs on entry and through ongoing conversations with children and their parents. They encourage and provide the time for older children to dress themselves and to serve their own meals. Children have opportunities to select their own toys and activities. Children with special needs receive effective support and practitioners work well to develop inclusive practice. For example, a child with a hearing impairment is integrated successfully and her peers are beginning to learn sign language alongside her. The nursery staff work successfully with outside agencies to provide good support for these children.

Children are learning about different cultures as they celebrate a range of festivals. However, there are limited opportunities for children to become familiar with their local community. Nor has the nursery been pro-active in including children's home languages into the setting. As a result, children do not get first hand experience of this aspect of the wider world. Overall, the children's spiritual, moral social and cultural development is fostered.

Children behave well. Practitioners are effective at managing children's behaviour. As a result, children play together harmoniously, share and take turns. Children also respond to staff requests to line up or help tidy away. Practitioners frequently praise children of all ages, which results in strong feelings of self-confidence.

Children benefit from the many strategies for working in partnership with parents and carers. There is ample written information about the setting via the prospectus, notice boards and within the regular newsletters. Children's care is set out in the detailed policies and procedures which are available in the entrance hall. Details on daily routines and menus are displayed. The partnership with parents of children receiving nursery education is satisfactory. Diaries are used to feed back general information about children so parents understand day-to-day care their child experiences. However, they receive less information about their children's educational development. The nursery has not fully taken on board the changes relating to complaints from parents, as set out in the addendum to the National Standards.

Organisation

The organisation is satisfactory.

The nursery management have failed to notify Ofsted of a change to the manager of the setting, this is a breach of the regulations. In addition, understanding of the addendum to the National Standard is somewhat limited by the management. As a result, the complaints procedures are not fully up-to-date.

Leadership and management of the nursery are satisfactory. Children benefit from the clear daily routine and good staff ratios. The staff work well together and create a friendly environment in which children feel relaxed. They are grouped well so they learn at an appropriated pace and develop relationships with peers and staff. As a result, they are happy and secure and practitioners have time to talk to them.

Children's care benefits as the nursery now exceeds the minimum requirements for qualifications amongst staff. There is a continuing programme of training and support in place for staff. This contributes to the generally good levels of care offered and to the development of the children. However, some aspects of organisation within the setting require more attention. For example, areas for children's care are continually maintained at a comfortable temperature and the learning environment for older ones promotes mark-making skills and the use of books. Through self evaluation managers are able to identify some weaknesses, such as the record keeping for older children and the lack of opportunities for children to learn about their community.

The required policies and records on children's care are in place. Recording of issues, such as attendance, medication and accidents, is clear and well managed. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, the nursery agreed to: ensure that all record of accidents involving children are signed by the parents; provide adult interaction to encourage all children's learning and play; ensure meals provided are nutritious and ensure significant incidents are recorded.

The accident records are now signed by children's parents and they are then given a copy of the record sheet for reference. Therefore, children's parents are fully informed of this aspect of their care. Practitioners interact with children of all ages. They encourage children's participation in a good range of activities, such as painting, singing and outdoor play. As a result, children are well occupied and learning. Children's meals and snacks are varied and regularly contain fresh fruit and vegetables. This will contribute to ensuring they develop healthy eating habits. Records of incidents involving children are discussed with parents and practitioners are aware to keep a record of these. This good practice helps to ensure children's welfare.

Complaints since the last inspection

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- make sure Ofsted is notified of any changes of manager's to the nursery
- make sure that a comfortable temperature is maintained throughout the nursery
- update the complaints procedures so they fully comply with the changes set out in the addendum to the National Standards
- ensure there are sufficient first aid resources and that these are stored in a more user friendly location

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 develop systems for evaluation and record keeping so that the observed information is used to inform planning and to move children on in their learning
- implement more effective systems for sharing children learning and development with parents
- encourage children to make more use of the book area and provide more opportunities for children to label their work and write spontaneously during their play.

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