



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 106077

DfES Number: 515409

### INSPECTION DETAILS

Inspection Date 20/07/2004  
Inspector Name Beryl Baggs

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Bambinos Day Nursery  
Setting Address School Drive  
Woolwell  
Plymouth  
Devon  
PL6 7JW

### REGISTERED PROVIDER DETAILS

Name Bambinos Ltd 2908958

### ORGANISATION DETAILS

Name Bambinos Ltd  
Address School Drive  
Woolwell  
Plymouth  
Devon  
PL6 7JW

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Bambinos Day Nursery at Woolwell is part of a privately owned, small chain of nurseries, serving families in and around the city of Plymouth.

This Bambinos nursery was opened in early 1995 and is purpose built to provide care to children aged from birth to 8 years old. The nursery is registered to provide care for 15 babies from birth to 2 years old, 20 children aged two years old and 24 children aged from 3 to 8 years old. The maximum number of places for children in the nursery is 59.

There are 87 children on the register of whom 21 three-year-olds and 11 four-year-olds receive nursery education grant. The nursery supports children with special needs and those who use English as an additional language.

Each age group of children have their own room for play and activities. There is a separate sleep room available for babies. Two-year-olds sleep in a quiet area within their own room. The adjoining garden area is used for outdoor play by all children.

The nursery is run in conjunction with a before and after school club called 'Just Kids', operating before school in the nursery building and after school, under a separate registration, in the local school hall across the road. Just Kids runs in term time only, but the nursery is open 51 weeks a year, each week day from 08:00 to 18:00. An earlier start or later finish can be negotiated with the manager.

The nursery manager on site is additional to the required staff for each age group. She is supported by an area manager and the owners, who are often present within the building. All childcare staff hold or are working towards a childcare qualification.

Bambinos holds an "Investors in People" award and is supported by the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Bambinos Day Nursery provides good quality care for children.

The manager has a level three childcare qualification and shows good management skills. Staff are well deployed. All staff are encouraged to train regardless of gender and experience. Play space is well used to provide a variety of areas, including messy activities and use of the garden. Bright and attractive children's work is displayed. The nursery has good equipment such as highchairs, cots, low tables and chairs for children to use. Toys are bright and attractive to the children. The nursery maintains excellent records of health and safety, attendance and routines in the nursery. However, records of existing injuries and behavioural incidents do not allow for easy identification of patterns on which to take action if necessary.

Regular and thorough checks are made to reduce hazards for children. Children only go home with authorised adults. Staff encourage even the youngest children to wash their hands before meals and after the toilet. Baby and toddler toys are sterilized frequently. Children are offered a healthy and nutritious lunch. Drinks and snacks are offered regularly during the day. Children with special educational needs are well supported with play plans in place and good links with parents and other professionals. Staff know how to recognise when a child is at risk.

Children's play promotes development. Physical play is planned twice daily. Staff praise good behaviour and use distraction techniques well to help children behave well. There is good understanding of equal opportunities by the staff, encouraging all children to join in play and choose toys. Staff enjoy a warm relationship with the children.

Parents are well informed about the nursery and their child's development. They are made welcome and share information daily with staff. Some home visits are carried out before a child enters the setting. Parents have free access to their child's play room and care staff.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- Equal opportunities is implemented well. Children have a free choice of play with a wide range of interesting play materials. All staff are encouraged to access training and obtain qualifications regardless of gender or experience.
- The organisation of the nursery by the management team ensures that the quality of the care provided is monitored and consistency maintained.
- The care of the children is good. Staff have warm relationships with the children and are involved in their play at all times.
- Parents easy access to children's play rooms and the care staff demonstrates the confidence felt by the senior staff and management in the quality of care offered to the children. Parents are offered home visits.

- The nursery building is regularly checked and risk assessments ensure that hazards for children are addressed and children kept safe.

**An aspect of outstanding practice:**

Home visits before placement are offered to families with young babies for staff to learn about home routines and individual baby's needs.

**What needs to be improved?**

- the recording of existing injuries and behavioural incidents so patterns can be identified clearly and action taken if necessary

**Outcome of the inspection**

Good

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?**

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
14	Ensure the entries of children's existing injuries and incidents of behaviour are recorded separately so patterns can be identified clearly and action taken if necessary.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Bambinos Day Nursery is provision of high quality, where children make very good progress towards the early learning goals in all areas of learning.

Teaching is very good. Staff have a very good knowledge of the early learning goals and demonstrate this through good interaction with the children during activities, as well as using open ended questions which make children think. Staff also display good information about what children gain from routine and structured activities and planning has clear learning outcomes and extension ideas for more able children. Support for children with special needs and English as an additional language is very good and staff respond to children's interests very well. Staff have a good knowledge of where children are at in their learning, although observations are not done frequently enough in all six areas of learning.

Leadership and management is very good. The management team works closely to achieve high standards of education within the nursery, and to enable staff to access good training and development opportunities. Appraisals are effective in developing staff's confidence in identifying their own strengths, as well as areas for future development. Long term plans are successfully monitored and all curriculum areas are covered, although evaluations could be developed further and linked to assessments of children's progress. Staff show a commitment to improving the educational provision and attend regular training.

Partnership with parents is very good. Parents receive very detailed information regarding the curriculum implemented. They have good access to information on the six areas of learning, as well as being kept up to date on the current theme for learning and what their children will gain from the project. Parents know records are kept on their children and have formal opportunities to view them and discuss their child's achievements and comment on their progress.

### What is being done well?

- Children are very happy and confident and develop good relationships with staff and peers. They freely select resources and choose activities and initiate their own play.
- Children have access to paper and writing implements at all times and in all areas of the curriculum. Children, therefore freely make marks and attempt writing, giving meaning to these in their play.
- Children are well challenged during routine activities as well as planned ones. Staff respond very well to children's interests and allow children to initiate their own play and learning, supporting them where necessary to sustain their interests and further their learning.

- Parents are actively involved in their children's learning. Staff give parents detailed information on the current theme for learning, and give parents ideas and suggestions on how to support their child's development at home. They are also encouraged to bring in resources to share with the group.
- The management team work closely to achieve high standards of education within the setting, and enable staff to access good training and development opportunities. Staff work closely together as a team; all contribute to planning and share responsibilities. The Senior role models good practice and communication skills with the children to all staff.

#### **What needs to be improved?**

- the evaluations of activities, to link them to assessments of children's progress
- the observations of children at play, with respect to frequency and the attention given to all six areas of learning.

#### **What has improved since the last inspection?**

Bambinos Day Nursery has made very good progress since the last inspection.

At the last inspection the nursery agreed to extend the evaluation of set activities, to aid in the development of future planning of the detailed programme.

Staff evaluate activities to determine their success with respect to children's interest and participation, and these are also linked to whether children achieved the learning outcomes of activities.

These could be further developed and linked to observations and assessments of children's progress.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show increasing independence in selecting and carrying out activities of their own choosing. They are confident and initiate conversations with both familiar, unfamiliar adults and their peers. Children develop good turn taking skills and wait patiently, for example when playing games. Children develop an awareness of right and wrong and help tidy up, showing respect for their environment. Children demonstrate a sense of pride in their achievements and are eager to show their creations.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk with confidence about what they are doing during activities and about their past experiences. They use a widening range of vocabulary and use gestures and expression to clarify their meaning. Children enthusiastically listen to stories, join in with them and make up actions to go with them. Children recognise rhyme in spoken word and more able children hear and say initial sounds in words and know which letter represents this. Children freely make marks and attempt writing.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show interest in numbers and counting and count in their play. More able children recognise numerals 0 to 9 out of sequence, during number games. Children engage in practical simple problem solving, for example when counting how many spades of sand will fill a bucket. Children show interest in shapes and make pictures with them, and use language to describe 2D shapes. Children observe and use positional language, and use language to describe size during play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show curiosity and explore a range of materials and talk about what they see and feel. They observe change over time when growing plants and know they need water and light to grow, and comment on changes they observe. Children notice and comment on things they have found, for example a bees nest, and draw pictures of what they have seen. Children show interest in construction materials and often construct with a purpose in mind. They operate simple computer programmes independently.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move with confidence and control and show an awareness of others. They move in a range of ways, for example running and crawling and negotiate space well when going through small spaces. Children are confident using equipment for climbing and sliding and develop good balancing skills. Children show an awareness of healthy practices and clean their teeth after lunch. Children demonstrate increasing control using various tools and writing implements.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children explore colour and texture and work creatively in 2D and 3D, and make paintings, drawings and collages. They respond to questions and comments about their creations and use representation as a means of communicating their ideas. They use their senses well and describe the texture of materials. Children explore sounds musical instruments make and how sounds can be changed, they begin to imitate sounds to different moods, for example night time. Children use their imagination well.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, however consideration should be given to improving the following:
- ensure more frequent observations of children at play are done, and that equal attention is given to each of the six areas of learning.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*