



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY244472

DfES Number: 537207

### INSPECTION DETAILS

Inspection Date 24/02/2004  
Inspector Name Ruth George

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Bambino Day Nursery Haddenham  
Setting Address Woodways  
Haddenham  
Buckinghamshire  
HP17 8DS

### REGISTERED PROVIDER DETAILS

Name Bambino Day Nurseries Limited 3281705

### ORGANISATION DETAILS

Name Bambino Day Nurseries Limited  
Address Old Brands Lodge, Kingshill Road  
Terriers  
High Wycombe  
Buckinghamshire  
HP13 5BB

## 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

Bambino Day Nursery Haddenham opened in 2002. It belongs to a small local chain of nurseries and operates from premises in the grounds of Haddenham Infant School. It serves the local area and children attend from the surrounding towns and villages including Aylesbury, Thame, Stone and Princess Risborough.

There are currently 35 children from 3 months to 5 years on roll. This includes 10 funded 3-year-olds and 5 funded 4-year-olds. Children attend for both full and part time places. The setting currently supports a number of children who speak English as an additional language.

The group opens all year round and is open from 08:00 until 18:00.

Nine full-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Four staff are currently working towards a recognised early years qualification.

The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Bambino Day Nursery Haddenham provides satisfactory care for children. Children have good access to a range of toys and equipment. The environment is warm and welcoming and children feel secure in their surroundings. The limited space is organised very well to meet their needs. The room for younger children does not have comfortable chairs; this prevents natural interaction between staff and children. There is a good induction programme for staff and they are encouraged to attend training. Most documentation is maintained.

Staff maintain a safe environment; they are vigilant and deployed effectively. Staff report hazards; the stair gate is to be replaced. Staff encourage older children to manage their own personal hygiene. Children enjoy the food and ask for more. They

receive healthy and nutritious snacks, but the snacks are not always served appropriately. The management knows the nursery procedures for child protection and is aware that some staff need more in house training.

Children are confident and developing independence. All children are valued and their self-esteem is promoted. They are inquisitive and enjoy a good range of stimulating activities. All children have opportunities to participate and are included. The staff are excellent role models and have high expectations. In response, the older children are learning right from wrong, they share and take turns. Children's behaviour is very good.

The staff have good relationships with the parents. Parents are kept informed with newsletters, via the parent notice board and each child has a diary. Some parents would like to see verbal communication improved and diaries completed in more detail. Parent evenings are offered for sharing of development records. Parents are very happy with the care provided and the staff/child ratios.

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

Actions were raised at an additional visit. All actions were in relation to documentation and procedures. Satisfactory progress has been made.

Procedures are in place for recording children and staff arrival times, however, this still has weaknesses. An accurate fireboard is kept but the in and out register is not always accurate. There is a good induction programme in place and new members of staff are confident and know where to seek additional information, enabling them to care for the children in an appropriate manner. A member of staff has been appointed for behaviour management. Staff are very good role models and the children are very well behaved in response. The child protection policy and procedures have been updated. The management understand the policy and procedures but not all staff are familiar with these. An incident book is maintained and shared with parents. The entrance to the nursery is monitored closely. Staff do not allow entry to unknown persons. Parents/carers are provided with a password to give to others collecting their children. Children are kept safe and secure.

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

- The environment is safe, warm and welcoming; the limited space is organised well to meet the needs of the children. They are becoming independent selecting toys and resources from around the rooms. Staff ensure all children have opportunities to participate and are included in nursery activities. A curriculum is planned for both rooms ensuring children receive a mix of activities, outdoor play and rest.
- The children are confident and settled. They are valued and their self-esteem is promoted. Older children come in happily and hang up their coats, they separate from their carers saying good-bye.
- Staff have good relationships with the parents who are happy with the care provided and the good ratios.

- Staff are excellent role models, they set clear boundaries and work with parents to ensure children do not get mixed messages. Children are beginning to learn right from wrong and share and take turns. Children's behaviour is very good.

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

- documentation, so that an accurate register is maintained recording when children and staff arrive and depart
- staff knowledge of child protection procedures
- hygiene, so that snacks are not placed directly on the table
- seating for staff and children in the Yellow and Red Bears room to enable staff to sit comfortably to feed babies and read stories to youngest children to improve interaction
- communication between parents, improve the daily verbal communication and ways to develop the diaries.

#### **Outcome of the inspection**

Satisfactory

#### **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
2	Ensure the register is accurately maintained to show when staff and children are present.
7	Ensure good hygiene practices are in place regarding the serving of snacks.
13	Develop staff's knowledge and understanding of child protection issues.

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

### How effective is the nursery education?

The provision for nursery education at Bambino Day Nursery Haddenham is of good quality. Children are making generally good progress towards the early learning goals. They are making very good progress in personal, social and emotional development and generally good progress in all other areas except creative development, which has an area of significant weakness.

The quality of teaching is generally good. Staff provide a happy, friendly stimulating environment. They plan a good range of practical activities that are presented in an interesting manner. Staff miss some opportunities to utilise natural learning opportunities in everyday activities, to observe, find out and identify features in the nursery environment, to use language to describe and compare shape and use of information and communication technology. Staff are interested in what children do, and use conversation to develop children's thinking and learning. Staff use observation and assessment to monitor children's progress through the stepping stones; it is easy to interpret and staff can easily pinpoint the stage of learning for each child.

The leadership and management is generally good. The management take steps to keep staff informed and to identify and address training needs. Regular staff meetings are held and the staff are encouraged to work as a team. Quality of teaching is not formally monitored to ensure a consistent approach. The manager draws on the support and sharing of ideas from the nursery management of the other Bambino nurseries.

The partnership with parents is generally good. Information is shared with parents via newsletters keeping them informed of forthcoming topics and activities. They bring in objects from home linked to topics. Staff maintain a weekly diary and parents can write in their comments. Some parents are unsure of their child's progress towards the early learning goals, however, parent evenings are planned to share observations and the children's progress.

### What is being done well?

- Children's progress in personal, social and emotional development is very good. Children participate in activities enthusiastically. They are developing good self-esteem and are confident; they are becoming independent, they manage their personal hygiene and self-select activities and resources. Children have good concentration skills and listen with interest.
- Staff are good role models; they have high expectations giving clear instructions describing the boundaries and limitations. In response, children's behaviour is very good. They understand what they can and cannot do, share and take turns and negotiate.

- Children are confident speakers and ask questions to clarify. Four-year-old children link sounds to letters and confidently give examples of words beginning with the letter of the week. They draw pictures of the words, for example fog and with staff support are beginning to form letters correctly to label their drawings.
- Children have opportunities to explore and investigate, they ask questions and show an awareness of change. Staff add coloured water to vases of flowers, children discuss what changes might happen.
- Most children count to ten confidently. Staff continually use counting to strengthen the children's understanding of number throughout the daily activities. Children lay the table for lunch, make sure there are enough chairs, plates, forks and cups, they work out how many more are needed or how many to take away.

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

- opportunities for children to explore colour, texture and to use their imagination with a range of media and materials for their own creative projects
- use of natural learning opportunities in everyday activities; to use language to describe and compare shapes; to use the nursery environment to observe, find out and talk about its features; to use a range of information and communication technology
- evaluation of the quality of teaching, give consideration to the monitoring of the delivery of the curriculum to enable all staff to be confident in its delivery, drawing on the good practice demonstrated by the senior early years staff
- verbal communication with parents, to improve parent's understanding of their children's progress towards the early learning goals.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children concentrate and listen to stories; they join in and share their experiences. Children have good relationships; they share and take turns: can I be the lollipop lady and you be the policeman. Children's behaviour is very good in response to high expectations of the staff. Children are developing independence; they select activities and tidy up toys between group activities. They pour their own drinks at snack time. They wash and dry their hands and many can manage their own clothes.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and ask questions to clarify. They use language for thinking, discussing why policeman and lollipop person wear a yellow jacket. Children use writing to label their work; they are beginning to understand print carries meaning. Some children can write their names. More able four-year-olds write in their letter book, draw pictures and with staff support label the pictures; letters are well formed. Children enjoy stories but there are few reference books accessible.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Most children count to ten confidently. Staff use daily activities to strengthen children's understanding of number; when they line up, lay the table and sing rhymes. Children are beginning to recognise numerals, more able children recognise numerals up to nine. Children sing rhymes and make simple calculations, staff ask how many left, children count down from five taking away one at a time. Opportunities are missed in everyday activities to use language to describe and compare shape.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and investigate. They play with ice describing what is happening; the ice is melting. Children build and construct designing train tracks. Opportunities are missed to use the nursery environment to observe, find out and talk about features and to use a range of information and communication technology. Children discuss past and future events, such as a holiday in Lanzarote and going to big school in September. They are learning about their own and others cultures and beliefs.

## PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are learning about keeping healthy and have bodily awareness. They talk about the cold weather, wearing warm clothes and running around to keep warm. Children have opportunities to use the outdoor area and the school hall for physical development. They use a range of equipment to develop gross and fine motor skills. There are missed opportunities to use tools for cutting, shaping and joining. Children move to music, dance, glide like ballerinas, they jump, hop, run and skip.

## CREATIVE DEVELOPMENT

Judgement: Significant Weaknesses

Children respond to new experiences during group time, dressing up as police and lollipop person; they get excited using the new props. They help each other across the zebra crossing and try on the real uniform. There are limited opportunities for children to explore colour, texture and to use their imagination with a range of media and materials. Children make up their own songs experimenting with familiar tunes with new words. They play instruments whilst singing songs.

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



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES**

- provide opportunities for children to explore colour, texture and to use their imagination with a range of media and materials for their own creative projects
- utilise everyday activities to develop understanding of language to describe and compare shape and for children to observe, find out and identify features in the nursery environment
- monitor the quality of teaching to develop the staff team for the provision of nursery education.

*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.*