



**Office for Standards  
in Education**

## **NURSERY INSPECTION REPORT**

**URN 140908**

**DfES Number: 537178**

### **INSPECTION DETAILS**

Inspection Date      05/11/2004  
Inspector Name      Elizabeth Juon

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      Bambino Day Nursery  
Setting Address      Tring Road  
                         Halton  
                         Aylesbury  
                         Buckinghamshire  
                         HP22 5PN

### **REGISTERED PROVIDER DETAILS**

Name                      Mrs Eve Gabrielle O'Sullivan

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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 is 1 of 7 privately owned nurseries. It opened in 2000 and operates from a self contained building attached to the Halton Combined School. It is situated in Halton and close to Wendover. A maximum of 44 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 39 children aged from 3 months to under 5 years on roll. Of these, 7 children receive funding for nursery education. Children come from the local catchment area. The nursery currently supports children who speak English as an additional language.

The nursery employs 13 staff . The manager and 10 staff hold appropriate early years qualifications. There are 2 staff working towards a qualification.

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

### How effective is the nursery education?

Bambino Day Nursery provides good-quality nursery education overall, which enables children to make generally good progress towards the early learning goals.

Teaching is generally good. The staff are familiar with the early learning goals. The planning in place enables them to provide a range of equipment and resources to create an environment which supports children's learning. Staff know the children well and provide for their individual needs. Observations of children's progress help to inform future planning. Staff are good role models and manage children's behaviour well. However, resources are not always used effectively to allow children to consolidate their learning through free choice of varied activities. Children with English as an additional language are supported in the nursery.

Leadership and management are generally good. There are clear policies and procedures which provide a framework for staff to offer good quality care and education. The staff work well as a team to support the children, but only one member of staff does the majority of planning. The staff evaluate the activities provided on a daily basis. The manager monitors plans and observes teaching, but does not give clear directions for specific activities or allocate time for staff to complete children's progress records regularly. The professional development of staff is managed through appraisal, so that teaching and learning is improved and staff have opportunity to develop knowledge and skills.

Partnership with parents is very good. Parents are welcome into the nursery. Staff form good relationships with parents and carers and parents find staff approachable. Parents are well informed of their children's progress through informal feedback and individual consultation. Parents are given good quality information about the setting and are informed about the nursery provision.

### What is being done well?

- Provision for personal, social and emotional development is very good. Staff are good role models and manage children's behaviour well. Children are happy to come into the nursery and good relationships are evident between staff and children. Staff praise and encourage children to raise their self esteem.
- Provision for knowledge and understanding of the world is very good. Good use is made of the school field to encourage children's interest in natural and living things. Children are gaining an understanding of the wider world through discussion, planned activities and looking at maps.
- Staff encourage children's interest in books and storytelling.
- Staff provide a range of activities that support children's mathematical learning, recognising numbers, shape and solving problems.

- Good relationships are evident between staff and parents. Parents find staff approachable to discuss the needs of the children. Parents are kept well informed about the setting, activities on offer and their child's progress.

**What needs to be improved?**

- opportunities for children to select their own resources daily, in role-play, emergent writing and craft activities
- opportunities for children to participate in planned physical activities with a clear learning outcome using large equipment
- staff's skill in using all opportunities to extend children's learning, particularly in the areas of mathematics and creative development
- opportunities for staff to complete children's observations and record progress within their working day.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate from their main carer with confidence. Children relate well to each other and adults. They are well behaved and share toys and resources. Children work independently and cooperatively with others. They show care and consideration for each other. Children have an awareness of their place within their family and are beginning to have an understanding of the local community.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy books and stories. They entertain each other telling stories and understand that print carries meaning. Children can recognise their names and link sounds to letters. Children's spoken language is good. Children use speech to organise real and imaginary experiences. Children have limited opportunity to practise emergent writing skills or gain competence in using pencils.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children confidently count to 10 and backwards from 5. They recognise written numerals, for example on the scales and clock. Children learn about and compare shape and size and are developing mathematical ideas and concepts in water play, construction and weighing. Staff miss opportunities to further extend children in simple calculation or to introduce simple patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are confident in their design and making skills and children access a range of construction materials and explore natural materials. Children are developing their knowledge about their own cultures and traditions and those of other people. Children are beginning to understand about the world through looking at maps, talking about countries they have visited and naming animals that do not live in Britain.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children show an awareness of space and others around them, in the setting and when playing outside. Children handle tools such as scissors and spoons with increasing skill. They have regular access to a seesaw, hoops and balls and a daily outdoor playtime. Children have limited access to large equipment.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children sing songs and rhymes from memory. Children are developing an awareness of colour and communicate this through their artwork. Children use their imagination and join together to act out different scenarios, such as repairing a car and going to a party. Children have limited opportunity to use a variety of materials of different textures for spontaneous creativity and role play resources are not readily available for children to choose everyday.

**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**

- improve daily provision of resources for children to choose in role-play, emergent writing and craft activities
- provide opportunities for children to participate in planned physical activities with a clear learning outcome using large equipment.
- improve staff's skill in using all opportunities to extend children's learning, particularly in the areas of mathematics and creative development.
- provide opportunities for staff to complete children's observations and record progress within their working day.

*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.*