

Casa dei Bambini

Inspection report for early years provision

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Inspector

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Casa dei Bambini is one of two settings run by Hartley House Montessori Ltd. It opened in 2004 and is situated in a privately owned building in a residential area of Winchester. A maximum of 40 children may attend at any one time. Flexible sessional and full day care is offered all year round, Monday to Friday from 8am to 6pm. All children share access to a secure enclosed outdoor play area. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

There are currently 45 children aged from six months to five years on roll and children receive funding for early education. The nursery supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

The nursery employs 14 staff to work with the children. Of these, seven members of staff hold appropriate early years and/or Montessori qualifications and seven staff are working towards a relevant qualification. The nursery is a member of the Montessori Education UK network and adopts the Montessori method of teaching.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children of all ages are happy and confident as staff are sensitive to children's individual needs. Staff promote all aspects of children's welfare and learning with success. Systems are in place to evaluate the provision, to enable any strengths and areas to develop to be identified, which ensures continuous improvement of the setting. Staff successfully recognise the uniqueness of each child and support each one to make good progress in their learning and development. The setting's good links with parents means they are kept informed of their children's progress.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review the organisation of sessions to further promote a balance of indoor and outdoor play
- further develop assessment systems to ensure children's progress towards all the early learning goals is effectively monitored.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded because the nursery is well organised and prioritises safety. Staff are suitably vetted, qualified, trained and supported so they are all aware of the procedures for dealing with child protection concerns. All staff take responsibility and use vigilance and risk assessments to ensure children's health and safety in each room, as well as outside and on outings. The manager is the designated member of staff responsible for safeguarding children, but all staff are involved in teaching children how to adopt safe practices and liaising with parents each day to ensure there is consistent care. One of the nursery's strengths is how well the staff team work together, the manager and deputy have high aspirations for quality and regular meetings with staff ensure that information is shared and that all are included in the decision making, which enhances their practice and has a positive impact on the children. A comprehensive range of policies and procedures help ensure that children's welfare needs are met.

The nursery works well with parents and good systems are in place within each room to ensure parents receive important information about their child and the life of the nursery. Babies' routines are discussed with parents when the child starts and at regular intervals and staff ensure their wishes are met. Parents are welcomed into the setting and the nursery have home link books for each child, these are a two-way process where staff and parents write and share information about their child. Parents express confidence in the standard of care, communication and their children's preparation for the future. Staff liaise with local schools for children about to start school, and work effectively with other providers, where children attend more than one setting, to ensure an understanding of the children's needs. Children with speech and language difficulties are well supported.

The nursery is organised to provide a stimulating learning environment, with access to well resourced areas that children can explore freely. Staff have systems in place to make observations and assessments of children's learning and undertake evaluations of activities. They have completed a self-evaluation to reflect on good practice and prioritise areas for improvement. Children are provided with an inclusive environment and learn about valuing each other's differences and the setting promotes equality and diversity.

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

Children are happy and settled at the nursery. They enjoy their learning and achieve well in relation to their starting points, this is because the environment provides children with good opportunities to choose play materials and follow their individual learning styles. Opportunities to be outside developing physical skills and knowledge and understanding of the world are fostered through regular walking trips into the town or local parks and use of the nursery outside play area.

However, the organisation of children's routines does not yet allow for free flow between the indoor and outdoor area. Staff make ongoing observations of the children, and from these they identify the next steps for each child. Systems for assessment and planning are in place to ensure activities and learning experiences fully support children's interests and the next steps in their learning. Although, effective monitoring of children's progress towards all the early learning goals has not been fully developed by staff.

Children are secure and safe in the nursery and feel a sense of belonging, fostered by consistent care from staff and appropriate resources, including their own family photo books which they are proud to show and talk about. Babies have opportunities to explore resources with their senses. They touch and handle items in the sensory baskets, discovering how things make a variety of noises and have different textures. All children enjoy good opportunities to choose, participate and become independent in their play. The staff team promote children's development through a good balance of child-led play and interesting activities.

Children behave well and form positive relationships with each other and staff; they learn to share and take turns. Circle and group times are used well to give children opportunities to take an active part and talk about any news they may have to share. Children demonstrate how safe they feel as they move around the setting confidently and decide when to have snack. Children's health is well supported through a healthy and nutritious menu and the teaching of good hygiene routines. Staff sit and eat with the children at mealtimes to provide a good role model, and good teaching about personal health through regular hand washing is provided. Children are making good progress as they take part in an exciting range of activities. Children's social skills are developing well and are promoted by staff who regularly praise the children for their achievements. During creative play children are able to experiment with the textures of dough, jelly, soil and custard. Their learning and growing understanding of the world around them, helps prepare them well for future life.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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