

Bambinos Childcare Centre

Inspection report for early years provision

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Inspector Julie Wright

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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

Bambinos Day Nursery and Nursery School is one of a chain of privately run nurseries operated by Bambinos Ltd in Plymouth. The nursery has been registered since 1997 and moved to its current premises in 2006. It operates from two converted houses in the centre of Plymouth and serves the local area. The nursery opens from 8am until 6pm each weekday for 51 weeks of the year; it can open earlier and later to meet the demands of parents/carers. A maximum of 95 children may attend the nursery at any one time with before, after school and holiday places available for school aged children. There are currently 141 children on roll, all of whom are in the early years age group.

The setting employs 26 staff to work with the children; of these, 12 have a level 3 childcare qualification, three staff are working towards level 3 and others are level 2 or working towards level 2. The majority of staff have a current first aid certificate. The setting receives support from the local authority and has recently joined a Quality Assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Bambinos Day Nursery and Nursery School provides a safe and enabling environment in which children make good progress. Careful consideration is given to the planning and provision of an effective programme of activities for children. Staff have a secure knowledge of the Early Years Foundation Stage framework and securely meet all welfare, learning and development requirements. Comprehensive policies and procedures are in place to promote children's health, safety and welfare, the majority of these are consistently well implemented. Partnerships with parents are strong and a key strength in the setting, which contributes significantly towards meeting the individual needs of children. Effective communication systems with other providers and support services are in place. There is a clear procedure to monitor and evaluate the effectiveness of the provision. The setting demonstrates a very good capacity for continuous development and improvement.

What steps need to be taken to improve provision further?

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

- review recording procedures regarding children's personal information to ensure confidentiality and evaluate the effectiveness of inclusion at mealtimes
- ensure that policies and procedures to promote good hygiene practice are consistently implemented throughout the nursery
- improve the provision of information, communication and technology

resources to provide children with consistent learning opportunities

The effectiveness of leadership and management of the early years provision

Effective induction procedures and relevant training ensure that staff have a good awareness of safety for children. Routine risk assessments are conducted, regularly reviewed and updated, with additional daily checks to ensure that areas used by children are maintained as suitable. Staff are conscientious about security on the premises, with CCTV in operation and close supervision of persons entering or leaving the premises. Robust vetting and recruitment procedures mean that children are safely cared for by suitable persons. Suitable procedures are in place to maintain records and documentation required for the safe and efficient management of the setting. However, confidentiality is not consistently assured as some personal information about children's requirements is displayed.

Most policies and procedures in respect of health and hygiene are conscientiously put into practice. However, there is inconsistency with regard to hand washing and personal care for some children. Staff minimise risk of cross-infection, for example, through suitable nappy changing procedures, the provision of individual bedding and shoe covers are worn in the rooms where babies under the age of two years are cared for. The setting follows local authority guidance on infectious illness and takes appropriate action to prevent the spread of infection. Children are provided with freshly delivered meals, which include organic food. A four week menu is displayed for parents. Staff have a very good awareness of children's individual dietary requirements and meet these well. For instance, alternative meals are available for children with food allergies or intolerance. Secure procedures are in place to ensure that children are not given food that they should not have, however, these are not inclusive. Positive behaviour management strategies are evident throughout the nursery, which children respond well to; for example, staff promote positive attitudes and self-esteem in children.

Staff work well together and demonstrate a clear understanding of their roles and responsibilities. Ratios are maintained at all times with additional staff employed to cover lunchtime breaks. There is an effective key person system, which helps children to settle and feel secure. Detailed planning is displayed in each area, with a wide range of interesting activities to promote children's learning and development. Staff make ongoing observation notes and actively invite contributions from parents to the children's individual records of development. Parents of younger children are also encouraged to write down any new words their child has spoken. This helps staff to complement and promote children's speech and language development. Staff promote good communication with parents through regular discussions, formal meetings and social events. For example, parents are invited to attend Cheese and Wine evenings and 'Stay and Play' sessions. A daily diary is used for each child under the age of three years to record information on their routines, activities and achievements. Parents and children enjoyed a 'Graduation ceremony' in August to celebrate children moving onto school. Transitional arrangements are good as staff share appropriate information with relevant persons, in the interest of children's welfare.

Parents provide positive feedback on the care given and their views are sought as part of the setting's self-evaluation process. Management also actively involves staff in the process, helping to identify training needs and areas to develop further. Since the last inspection the setting has addressed previous recommendations to ensure improvements to practice. They have also invested in the extended provision of outdoor play opportunities for children; for example, the decked play areas have been covered to fully utilise the space available and enable free-flow provision for children. Resources are suitably maintained and well organised in each area to ensure accessibility and choices for children.

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

Children are cared for in groups according to their ages and/or abilities. Rooms are given specific names such as, Chestnut, Oak and Willow. Organisation of the pre-school area is currently under review as staff plan improvements to further benefit the children. Staff create a warm and welcoming environment in which all children are stimulated and happy. Rooms are equipped with age-appropriate resources and equipment to meet the needs of the children being cared for. Staff are attentive to specific needs, for example, babies are fed and changed according to their individual routines. Good eye contact is made to help babies feel secure and distressed babies are nursed to comfort them. Babies take part in 'Tummy Time' sessions, which strengthens muscles as they stretch and reach. As children gradually become more mobile staff ensure there are appropriate challenges for learning; for instance, children crawl to different areas to investigate the interesting resources staff have placed there. They are inquisitive, selecting toys and articles to examine, such as, reflective and metallic items. Staff provide a good range of play materials, which include natural resources for all children. Consideration is given to safety before wood, shells, feathers and pebbles are made accessible to children in appropriate areas. Children enjoy sensory play experiences as they squeeze jelly, squiggle their fingers in corn flour or print with paint. There is also a sensory play room, where younger children feel cosy and stimulated.

Children develop a sense of belonging, forming warm attachments and friendships in the setting. They are sociable and enjoy being together, learning to cooperate and tolerate as they grow. Staff help children become aware of the needs of others and to have respect for differences; for example, children take part in events and celebrations that help them to become aware of other cultures and traditions. Parents are welcomed into the setting to share their knowledge and expertise to promote children's learning. Physical play is promoted in a variety of ways, with a rota system operated for access to the ball pool area. Children thoroughly enjoy bouncing around safely on the soft play surface or taking part in role play action games. Wheeled toys and larger outdoor play equipment are accessible in the garden area. Tools and equipment are accessible to promote fine motor skills and hand to eye coordination; for instance, children use writing equipment, carefully thread beads onto a lace or cut with scissors. In the pre-school room children

show keen interest in the resources that promote mathematical understanding. They competently demonstrate how the sand timer works, look at numbers on the calculator and use magnets. Children use cones as they pour from containers in the water trough. They consider whether items float or sink and talk about the 'dissolving' effects of water when mixed with substances. Pre-school children have some opportunities to find out about and learn how to use information and communication technology, although, resources are not always readily accessible.

Staff interact well with children to support their learning and development. They provide a good balance of adult led and child initiated activities and are aware of children's preferences, personalities and learning styles. Children benefit from individual attention and 'special time' with their key person. For instance, a special box is made up for each baby with contributions from parents. They provide favourite comforters, significant toys and photographs for the staff to use with the babies, promoting familiarity and security. Older children readily take part in adult led activities, such as, 'Jolly Phonics'. Staff skillfully respond when children make their own suggestions to move to another activity. This ensures that children remain interested and occupied. Staff value children's ideas which promotes confidence. Communication, language and literacy are promoted throughout the setting, with age-appropriate books and mark making materials available in each room. Children enjoy singing sessions and story times, which also link to physical and creative development; for example, they learn to copy actions related to the rhymes and to use their imaginations. Children benefit from fresh air, exercise and begin to develop understanding of hygiene routines; for instance, they clean their teeth after lunch and older children may access the bathrooms independently. Children develop a good understanding of what is expected of them and are cooperative. They follow simple rules, routines and instructions, such as, helping to tidy up at appropriate times. Children learn to use resources safely and monthly fire drills help them to understand what happens in an emergency situation. Staff also invite visitors into the setting to expand children's learning experiences, for example, a dentist or a police officer. These activities contribute towards children's awareness of being healthy and staying safe.

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

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