

Bambino Community Nursery Aylesbury

Inspection report for early years provision

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Inspection date	30/09/2010
Inspector	Jill Milton
Setting address	Beech Green, Southcourt, Aylesbury, Buckinghamshire, HP21 8JG
Telephone number	01296 398585
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Type of setting	Childcare on non-domestic premises

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Introduction

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Description of the setting

Bambino Community Nursery Aylesbury opened in 2004 and is one of a small group of nurseries managed by Bambino Day Nurseries Limited. The nursery is located in the Southcourt area of the town of Aylesbury and the intake of children is from the local community. There are close links to the Southcourt Children's Centre at Oak Green. The nursery operates from purpose built accommodation with access to outdoor play areas. The nursery is registered on the Early Years Register and a maximum of 84 children in the early years age range may attend at any one time. There are currently 62 children on roll in this age range. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery opens for 51 weeks of the year, on weekdays from 8am to 6pm. The nursery supports children with special educational needs and/or disabilities. Support is also offered to children for whom English is an additional language. The nursery employs 14 staff to work directly with the children and over half the staff hold appropriate qualifications. The staff receive support from an early years advisory teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children attending the nursery enjoy spending time in a stimulating environment where they receive good support to their learning and development. The staff focus well on the individual needs of the children in their care and they take active steps to bring in extra support when appropriate. Occasionally staff fail to fully implement all procedures for the safe management of the nursery. There are close working links with parents and carers in many aspects of the children's welfare and development. There is a consistent positive approach to improvement across the nursery.

What steps need to be taken to improve provision further?

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

- improve the procedures to monitor the cleanliness and condition of all the areas of the nursery and the resources
- ensure staff have sufficient time to collate information about children's development to gain the most use from the promising developing systems.

The effectiveness of leadership and management of the early years provision

Staff maintain a secure environment for the children with good overall emphasis on security of the setting and completion of risk assessments. There are robust

recruitment systems in place with clear steps to check on new adults working in the nursery. Staff have a competent understanding of how to safeguard children and they receive training in the area of child protection to update their knowledge.

Parents speak highly of their satisfaction with the care their children are receiving and there are friendly exchanges of information on a daily basis to ensure staff know children's needs. There is a broad range of helpful information available to families, which encompasses details of the activities at the nursery and within the local community. Parents receive encouragement to feed back their opinions to the staff with new ideas such as a comments wall. Colourful displays help to share information about the children's latest activities and provide an engaging way for parents to gain information about how their children learn through play. Staff are also building successful partnerships with other agencies and local schools in order to support the children and promote inclusion well.

Since the last inspection, the nursery is demonstrating an improvement in standards. There is a positive attitude throughout the setting, which begins with the enthusiastic drive from the management. Staff working in the rooms with the children benefit from good role modelling from the early years advisory teacher and nursery managers. There are occasional lapses in procedures, for example regarding monitoring of cleaning routines, though overall the nursery is well organised. The documentation that underpins the daily work undergoes regular reviews to keep up-to-date with changes. Staff regularly reflect on their work and there is a good emphasis on self-evaluation of the whole nursery with realistic action plans to focus on future developments. Staff respond positively to advice from early years advisors and they take steps to address weaknesses highlighted in audits of the quality of the provision.

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

Children enjoy a lively and stimulating day in the nursery. All age groups benefit from spending time in the outdoor area where they enjoy activities in the fresh air. The garden for the older children is working particularly well for supporting all areas of learning. Children are using developing skills, such as coordination, as they climb on new wooden play equipment or steer wheeled toys. They are enthusiastic about exploring the natural world too, with excitement over finding worms and ladybirds. Staff are developing links in the children's learning as they plant vegetables and herbs together. There is a good emphasis on healthy eating and clean plates reflect the children's obvious enjoyment of the freshly prepared lunch. Staff encourage independence as the children move through the nursery so that the older ones confidently visit the morning snack table for drinks and fruit, when they feel the need. At lunch time helpers set the tables and children serve themselves with the food. This emphasis on developing self-esteem carries on during playtime when children take the lead in where they would like to play and they self-select resources from a wide range of options. Staff provide support to individuals and small groups, with encouraging questions to develop children's thinking. Children access art and mark-making materials to explore and throughout

the nursery there is a good emphasis on sensory experiences. Children are curious to look at displays of shells and pebbles, investigating with magnifying glasses, to 'make things look bigger' explains one child. Staff make good use of such experiences to bring in different areas of learning, using descriptive words to compare the size of things or to match similar objects. This helps children gain an understanding of early mathematical concepts in a fun way. Older children enjoy spending time on the computer to help progress their skills in technology and all rooms are equipped with resources to engage children in number and shape activities.

Staff working with children under two years have a good awareness of the children's individual routines. They hold babies closely during bottle-feeding and settle them to sleep. Staff gain information from parents about aspects of the children's care so they are aware of health and dietary needs. Staff are careful to maintain good hygiene standards during routines such as nappy changing. However, there are lapses in monitoring the cleanliness of some areas or resources and occasionally toys are set out that are broken. Staff are developing successful systems to plan the day so that children receive good quality opportunities to learn and develop and gain skills for the future. They monitor the children's progress and identify areas where individual children need extra support. Colourful scrapbooks record children's achievements and highlights on planning sheets remind staff to help children take the next steps in their learning. Time constraints on staff sometimes mean record books are not up-to-date. However, staff do know the children well as individuals and there is a pleasant sociable atmosphere in the nursery. Children play happily alongside each other and are proud to announce who is their best friend. Staff challenge unwanted behaviour and older children are aware of sensible guidelines like not running indoors to keep everyone safe. Children are developing respect for others with colourful displays and resources helping them to learn about a wide range of cultures. Staff use music, food and clothing to let children experience different wedding customs and where appropriate they encourage parental participation in activities. These occasions support children's awareness of their local community and build towards their skills for the future. There are established procedures in place for settling new children to the nursery and for supporting transitions to different rooms. Staff are also making good strides in developing working links with local schools where children will move. The regular presence in the setting of an early years advisory teacher helps strengthen these links and provides valuable support to staff working with the children.

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	3
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	3
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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