

Bambini Childcare LTD

Inspection report for early years provision

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Inspection date

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Inspector

Janet Keeling

Setting address

St. Francis Catholic School, Rye Piece Ringway, Bedworth,
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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

Bambini Childcare Limited re-registered at their current premises in 2006. The setting is run by a voluntary management committee and operates from facilities within St Francis Catholic Primary School in Bedworth, Warwickshire. It provides pre-school, before and after school and holiday care for children. All children have access to an enclosed outdoor play area. The setting serves children and families from the local and surrounding areas.

A maximum of 50 children from three to under eight years may attend the setting at any one time. There are currently 145 children on roll, of whom 54 are within the early years age group, 43 children are aged five to eight years and 48 children aged eight to eleven years. The setting receives funding for early years education. Children attend for a variety of the sessions available. The setting is open Monday to Friday from 8am to 6pm for 51 weeks a year, closing for one week between Christmas and New Year and on all bank holidays.

The setting has procedures in place to support children with special educational needs and/or disabilities and for children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 11 members of staff who work directly with the children. Of these, six staff hold an appropriate level 3 qualification in early years, whilst three staff hold an appropriate level 2 qualification in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time at this very welcoming and child-friendly setting. Staff are motivated, work well as a team and have a good understanding of the Early Years Foundation Stage framework; consequently, children make excellent progress in their learning and development. Highly successful partnerships with parents and other agencies have been established, ensuring that children's individual needs are supported well. Priority is given to safeguarding children, although, current risk assessments do not minimise all risks. The setting is led and managed by an enthusiastic and motivated manager who demonstrates a dedicated approach towards sustained and continuous development of the setting.

What steps need to be taken to improve provision further?

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

- extend further risk assessments to ensure they cover everything with which a

- child may come into contact, this specifically relates to the perimeter gates in the garden area
- develop further the resources available in the outdoor learning environment.

The effectiveness of leadership and management of the early years provision

Good priority is given to safeguarding and protecting children. All staff have an up-to-date understanding of safeguarding issues and are fully aware of the procedures to follow should they be concerned about a child in their care. Effective procedures for the recruitment, induction and vetting of staff are in place. All staff have a good understanding of health and safety issues. Detailed risk assessments are completed and cover all aspects of the indoor and outdoor areas. However, they do not cover everything that a child may come in to contact with. This specifically relates to the perimeter gates in the garden area. Consequently, this may impact on the safety and well-being of children. Staff routinely verify the identity of all visitors to the setting and have effective procedures in place for the safe arrival and collection of children. Children's health, safety and well-being are further enhanced by the effective maintenance of records and the consistent implementation of policies and procedures. The deployment of resources is largely very good. For example, staff are successfully deployed to support the children's learning and welfare and make good use of available space and equipment in the indoor area. The resources in the outdoor learning area, however, are slightly limited.

The manager and staff are motivated and strive to improve practice at all times. For example, through the introduction of their self-evaluation system they monitor and evaluate the quality and standards of their practice. Recommendations made at the last inspection have been addressed and have had a very positive impact on outcomes for children. Staff have access to ongoing training to ensure that their knowledge and skills are updated regularly. Regular staff meetings provide valuable opportunities for staff to discuss planning, any practice issues and to identify any training needs. Each week staff benefit hugely from having time away from the children, where they are able to complete their 'key person group' learning documents. A positive equality and diversity policy outlines a commitment to promoting inclusive practice, ensuring all children can achieve as well as they can regardless of their background. Excellent links have been established with the reception class teacher at the host school, where staff work successfully in partnership to ensure that children's individual needs are fully supported. Consequently, this has a very positive impact on children's future needs, helping them to settle into the school environment.

Children benefit hugely from the warm and relaxed relationships that have been developed between their parents and the pre-school staff. Staff dedicate time getting to know children and their families, for example, through the effective settling-in procedures that are flexible and tailored to meet each child's individual needs and specific requirements. Parents access a wealth of information regarding the group, for example, prior to their child's admission parents receives a well written and very informative prospectus which outlines the setting's ethos. Regular

meetings with parents are held which enable parents to discuss their child's progress and achievement. Feedback from parents during the inspection was excellent. Parents state that they find staff very welcoming, caring and helpful and that they are delighted with the excellent care and learning opportunities that are provided for their children.

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

Children have excellent opportunities to make choices about their own learning and play, and freely access a largely stimulating range of activities and resources. Children benefit from the free flow system that operates between the indoor and outdoor learning environments, however, resources in the outdoor learning area are not as varied. Children respond to challenges with enthusiasm and show good levels of independence, curiosity and imagination. Staff interaction is very good, staff know the children very well, ask open-ended questions and support children as they play. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents and other professionals. All children have a 'learning journey folder', which contains both photographic and written information of children's learning, achievements and records of children's own work. Information gathered is evaluated and used to identify children's next steps in their learning.

Children make excellent progress towards the early learning goals as they access a wide range of first hand learning experiences. For example, children chuckle with delight as they run their fingers through the glitter sand, they chat together about how it feels and about the shapes and patterns they make. One child says, 'it glitters', whilst another says, 'it's fairy dust'. There is great excitement as the children play 'What's the Time Mr Wolf?', cooperating extremely well as take turns at being the wolf. Their understanding of numbers is fully supported through everyday activities as they count how many children are present at registration time and how many apples are needed at snack time. Children are developing a love for books and reading as they freely access a wide range of titles and listen attentively at story time. There is enormous excitement as the children listen to the story of 'Goldilocks and the Three Bears' and then retell the story by using the prompts from the 'story sack'. Children learn that print carries meaning as they find their name card and self register at the start of each session and also have many opportunities to develop their mark-making skills. They enjoy music as they join in with a range of songs and access a range of musical equipment. In the creative area a small group of children have fun as they create beautiful marble-painted pictures. Children enjoy being in the fresh air and relish outdoor play opportunities. They explore their natural environment as they hunt for mini beasts. Children also benefit from planned outings and visits to places, such as Cadbury World, garden centres and enjoy the challenges of the fixed play equipment at the local park.

Children behave in a manner that is highly supportive of their learning and develop confidence and self-esteem because the staff give regular praise and encouragement. They are aware of the 'Golden Rules', which are displayed and

regularly discussed with them. They include, 'we are kind' and 'we share and take turns'. Children are beginning to develop an understanding of the wider world through discussion with staff, access to toys that are representative of diversity and through planned activities and celebrations. For example, as they celebrate Diwali children enjoy a visit from a Bhangra dancer. They learn how to stay safe and have a good understanding of personal safety as they regularly engage in emergency evacuation procedures and are gently reminded by staff to use equipment safely. Children are successfully encouraged to develop their own personal hygiene skills, such as independent toileting and automatically wash their hands before snacks, where they enjoy a selection of fruit. In addition, they know that exercise is good for them as they relish physical play opportunities. Children develop a strong sense of responsibility as they put away toys and competently change from their shoes into wellington boots for outdoor play. Overall, children demonstrate that they are acquiring excellent skills that will help them in the future and prepare them well for their transition into school.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
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	1
The extent to which children develop skills for the future	1

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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