

Bambino Day Nursery

Inspection report for early years provision

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Inspector Sonjia Nicholson

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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*.

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Description of the setting

Bambino Day Nursery is one of six nurseries privately owned by Bambino Hannah House Nursery Ltd, operating within Buckinghamshire. It registered in 2000 and operates from a self-contained building attached to Holton Combined School, close to Wendover, Buckinghamshire. The premises consist of three large playrooms, a kitchen, office and bathroom. There is a fully enclosed garden available for outdoor play. The nursery is open Monday to Friday from 7.30am until 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register to care for a maximum of 44 children in the early years age range, 18 of whom may be under two years. There are currently 53 children on roll; children aged three and four years receiving funding for free early education. Children of service personnel posted at the local camp attend along with others from the surrounding area. The nursery supports a number of children with special educational needs and/or disabilities, and children who learn English as an additional language.

The nursery employs 12 members of staff, including a chef. They are fully supported by the group operational manager. The nursery manager holds a qualification at level 5 and is currently undertaking a BA Honours in Early Years Education. All other staff are qualified at levels 2 or 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time in this bright welcoming setting. Staff are motivated and enthusiastic. They know the children well and create a nurturing environment. They focus on children's individuality working well with parents to promote children's interests, so all, including those with additional needs, are included. Children make good progress overall, in their learning and development. Recommendations raised at the previous inspection have been successfully addressed to improve outcomes for children. The nursery staff, with support from the parent company, monitor and evaluate the provision effectively; consequently, the nursery is well placed to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further children's contribution by encouraging them to take more responsibility in the nursery, with particular regard to caring for resources.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good awareness of how to handle safeguarding issues. The nursery manager takes the role of Safeguarding Officer, within the setting, and ensures staff keep a record of existing injuries and incidents. Children are looked after by staff who are cleared as suitable to be with them. Children play in a safe environment as written risk assessments are undertaken to highlight potential hazards. Staff complete a daily checklist to be certain children enter into a safe environment; they maintain this throughout the day as they mop the floor during and after water play to avoid slippages. Fire exits are clearly signed and clear from debris. Children practise the evacuation drill at the same time as the adjacent school, so they learn how to leave quickly and safely. Due to the proximity of the military camp, staff also practise 'lock downs'; a procedure designed to protect the building and those inside in the event of a high security alert. Staff are vigilant in their supervision of the children, especially when playing outside. As an added security measure, staff photographs are on display in the hallway and they wear uniforms with the company logo to identify them to parents, carers and visitors. This all contributes to children being safeguarded well.

The nursery is well equipped with a good range of age-appropriate toys and equipment. These are used well to support children's learning and development overall, both indoors and outside. However, staff do not ensure that children always value resources and contribute to keeping them in good repair. Staff follow a cleaning rota to maintain toys but due to high usage, especially by the younger children some appear to be well-used.

Staff recognise children as individuals and operate a system, which enables them to get to know the children in their care very well. This system has recently been reviewed to allow children to choose a member of staff they best relate to as their key carer. On entry to the nursery, staff discuss and record children's abilities, likes, dislikes and routines along with details of their cultural and family backgrounds. They ensure an on-going dialogue so that children's needs continue to be met and work closely with parents of children with special educational needs and/or disabilities or who learn English as an additional language to make sure they are fully included and make progress. For example, they devise individual educational plans with specific targets for learning.

Staff establish good links with other Early Years Foundation Stage providers, including the adjacent school and others in the area. Children benefit from the shared facilities, for example, they use the school's nature area to develop their knowledge and understanding of the world and school hall to perform a nativity play. The nursery manager attends network meetings with other providers to keep up to date with current practice and they receive visits from the Area Inclusion Officer.

Parents receive lots of useful information about the nursery, including regular newsletters. Staff seek parents' views via the suggestion box and regular questionnaires to help evaluate the provision. Parents like the small, friendly environment, the outdoor space and that it has artificial grass, making it usable all

year round. Staff act on comments that are less positive, to make improvements where they can. Strong links between home and nursery are developed further as each child has a selection of family photographs on display and takes home a 'homework' sheet for parents to record activities or achievements that they have enjoyed at home.

Senior staff within the setting are very keen to make improvements and drive the service they offer forward. The manager provides an excellent role model and works closely with senior colleagues from the parent company. Through the self-evaluation process they have identified plans for the future, which include creating a new exploration area outside using everyday objects, such as pots and pans as musical instruments and to further extend the use of the school grounds and wooded area to develop children's knowledge and understanding of the world. The nursery manager has monitored and evaluated the nursery effectively, which has led to improvements, for example, in the outdoor area. The investment in this area with its new large equipment and an all-weather surface is extremely evident. Staff use it effectively to develop children's physical skills, so improving outcomes for them.

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

Children are happy and settled. They demonstrate they feel safe and secure, as they eagerly approach staff, actively seeking their attention and initiating conversations. They relish the many cuddles and verbal interaction offered by staff. There are many opportunities for children to develop their independence, for example, they select their own snack of carrot sticks using tongs; butter crackers using a small knife; pour their own drinks and find their own coat or shoes. Consequently, children become confident and self-sufficient from an early age. Children are familiar with the nursery's daily routine and this, along with the well-planned curriculum, ensures they are busy and interested in what is going on. As a result, they behave well, overall, and some older children play cooperatively together; however, children are less inclined to look after resources by helping to clear them away. Staff promote good manners and encourage children to say 'please' and 'thank you'.

Children have great fun playing outside. Despite the cold weather and threatening rain, staff provide an exciting 'outdoor classroom' with a range of worthwhile activities, such as, painting on large pieces of paper hung on the fence and water play. Children are dressed appropriately in coats, hats and gloves and staff ensure they wear aprons to protect their clothes. Children progress well in learning about healthy living. As well as spending time outside, whatever the weather, they enjoy a variety of healthy snacks and home-cooked meals prepared by the experienced nursery chef. Food is presented according to their stage of development, for example, pureed or mashed for babies. Mealtimes are sociable affairs where staff sit with the children and spoon feed babies. Children are skilled in using forks or spoons to feed themselves and older children are actively encouraged to collect their own meal from the serving area.

Children make a positive contribution to the planet as they begin to learn about recycling. They sort paper and plastic into boxes and make regular trips to the local recycling centre. Recycled materials are also used to make three dimensional models with glue, scissors and tape. They learn useful skills for the future in many ways. They develop basic information communication and technology skills. Many are competent in using the nursery computers where they access simple programs, manipulate the mouse and navigate from page to page. Children follow instructions, make choices and learn mathematical language, such as, 'heaviest' and 'fastest', match colours and sort objects. They also use calculators, a programmable toy and a digital camera, which extends their knowledge of everyday objects. This knowledge is expressed in play situations where a child uses a plastic tub with a lid as his 'gas' which he uses to 'cook pancakes'. Children enjoy having stories read to them by enthusiastic staff. They concentrate well, listen carefully and comment about what is going on. They develop good early writing skills. Children learning English as an additional language are supported well in developing new language skills. Staff provide good interaction to children at all levels. They are clear about their roles and work well together as a team.

Children's starting points are established on entry. Staff monitor children's progress through continued discussion with parents and on-going observations. Staff maintain excellent 'learning journals' for each child containing a wealth of information including; observations, photographs and examples of their work, such as, cutting out and early writing. Children's interests at nursery and home are successfully incorporated into the planning, for example, playing snakes and ladders, blowing bubbles, gardening, marching and pirates. Staff also ensure activities focus on individual children and their next steps in learning, so that overall, children make good progress.

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

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| 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

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| 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

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| 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

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| 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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