

Bambini Nursery

Inspection report for early years provision

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EY338297

Inspection date

28/03/2011

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

Bambini Nursery opened at these premises in 2006. The nursery operates from five base rooms within Ewell Court House in Ewell, which is within the London Borough of Epsom and Ewell. There is a secure garden available for outdoor play which the children access via a public car park. There are currently 67 children on roll. The setting is in receipt of funding for nursery education. A large number of children speak English as an additional language to Japanese, or are bi-lingual. The nursery is open each weekday from 8am to 6pm all year round.

The nursery employs 23 members of staff, 15 of whom hold appropriate child care or early years teaching qualifications. One staff is working towards NVQ 2 in childcare and education. Three members of staff hold a current first aid certificate. The setting receives support from the Early Years Childcare Service.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the quality of the provision is good. A well developed knowledge of each child's needs ensures that staff successfully promote children's welfare and learning. Children are safe and secure and enjoy learning about their local area and the world around them. Most of the required documentation is in place, although a record of risk assessments for outings is not kept. The partnerships with parents are a key strength and are significant in making sure that the needs of all children are met, along with any additional support needs. This means that children progress well, given their age, ability and starting points. Regular self-evaluation by the new management team and staff makes sure that priorities for development are identified and acted on, resulting in a provision that responds to all user needs.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- devise and implement suitable risk assessments for outings
- 21/07/2011

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

- continue to improve the ongoing children's assessments to clearly indicate how planning and evaluation of children's next steps have aided children's development and progress toward the early learning goals
- continue to develop the role play areas to it stimulates children's imagination

and aids in the development of their communication skills

The effectiveness of leadership and management of the early years provision

Children are safeguarded in the setting because appropriate procedures are in place should child protection concerns arise. Staff are trained and are able to demonstrate their knowledge of their responsibilities. Risk assessment is effective in ensuring children's safety in the setting; however risk assessments are not undertaken when on outings. Activities and arrangements promote inclusivity, as well as independence. Children enjoy a good range of practical learning opportunities, through taking part in events, such as looking at cultural differences when celebrating festivals, therefore promoting positive attitudes towards cultural differences. The nursery specialises in supporting Japanese families and staffing arrangements are on hand to translate and encourage bi lingual teaching. The setting supports children with additional needs and has good links with outside agencies to help promote better outcomes for children.

Provision in the EYFS (Early Years Foundation Stage) is effectively led because the new management team have developed the overall awareness and understanding of the learning and development requirements for all staff within the setting. The new planning systems that are in place increase children's capacity for acquiring knowledge and skills, as planning includes children's interests and next stages of development. Children's assessment is in the process of being changed to include the evaluations of observations and staff are aiming to devise a learning journey that will include photographic evidence and samples of children's of children achievements, together with observations from their starting points. Engaging parents and other agencies is strength of the setting. Parents and carers are made very welcome and relationships are positive, promoting children's welfare. Parents have a clear input into their children's learning and development and contribute to observations and evaluations of their next steps.

Self-evaluation is detailed and recognises the strengths and weaknesses of the setting. All recommendations from the previous inspection have been met, although the manager is aware that there are still further improvements to make with regards to the role play activities that are on offer to children. Therefore they have a strong capacity to make continuous improvements.

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

Children are very happy and enjoy a variety of activities that promote independent learning. The programme and schedule of activities is well balanced, effectively meeting the needs and wishes of children. Since the last inspection the provider has made strides, developing the staff's knowledge and understanding of the specific learning and development requirements of the EYFS, ensuring children make good progress towards the early learning goals. Good arrangements are in

place to observe and assess each child's achievements, interests and learning styles so individual learning needs are being addressed. Activity planning takes into account the six areas of learning, so children's enjoyment and potential to achieve is good.

Since the last inspection, the quality and standards of the early years provision has developed well, so that outcomes for children are good. Self evaluation indicates that the setting is well aware of what the weaknesses and strengths are of the setting and they have implemented strategies to improve the organisation of the rooms and the deployment of resources, therefore enabling them to promote better outcomes for children. They are constantly striving to improve the setting in any way they can and have made vast improvements to the outside area which encapsulates a learning and stimulating environment where children can have access to all areas of the curriculum in a safe and secure environment. Children come alive in the garden and excitedly run around with magnifying glasses to search out bugs, while other children share the double bikes and take their friends for a ride around the sloping paths. They can climb in to the sand pit which is under cover and protected from the elements and use big digging devices. The garden area is a good source for role play, but the base rooms would still benefit from further planning and organisation of resources in this area.

Children are engaged well in expressing their interests, they settle quickly to play and enjoy the company of others in a relaxed, friendly atmosphere. They make full and effective use of the activities available to them and thoroughly enjoy messy play activities. Communication and language is developing well, children are articulate and ask questions and are inquisitive; additionally children who speak Japanese are well supported as the nursery is a bi lingual setting and exposes children to the Japanese culture. Children can manipulate tools such as scissors and use cause and effect toys. Children are adopting good personal hygiene habits through hand washing routines and are developing good manners, social skills and learning about healthy eating and making healthy choices. Children feel safe in the setting, because adults establish close relationships with them, enabling children to readily approach adults and seek help if needed. Adults create an atmosphere and environment which enables children to play happily and co-operatively with each other and feel included and supported in all the activities. This is enabling children to enjoy their time in the setting, achieve well and develop skills for future learning.

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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