

# Bambinos

Inspection report for early years provision

---

<b>Unique reference number</b>	EY414163
<b>Inspection date</b>	20/07/2011
<b>Inspector</b>	Janet Fairhurst

<b>Setting address</b>	Blyth House, Hepscoth Park, Morpeth, Northumberland, NE61 6NF
<b>Telephone number</b>	01670 517770
<b>Email</b>	amanda_willis@talk21.com
<b>Type of setting</b>	Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Bambino's nursery was registered with the new owner in 2010. The nursery is privately owned and is situated in Hepscoth Park, Morpeth. Children attend from the local and wider communities. The setting is open from 8am to 5.30pm, Monday to Friday, all year round, except for bank holidays. Children are cared for in playrooms on the ground floor and first floor, there is also a large enclosed garden and woodland area available for outdoor play.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 93 children may attend the nursery at any one time. There are currently 72 children under eight years of age on roll.

There are 14 members of staff, all of whom hold early years qualifications. The owner is a qualified teacher and along with one other member of staff holds Early Years Professional Status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

There is a very warm welcome to all children and families in this inclusive nursery which makes children feel safe and secure. Children are confident and enthusiastic learners who engage in a wide range of interesting, challenging and exciting activities. Organisation of resources is generally good. Most of the welfare requirements are met. Comprehensive policies and procedures ensure the safety and welfare of the children. The nursery demonstrates an extremely positive approach to continuous improvements which is evident in the successful developments already achieved and within their self-evaluation.

## What steps need to be taken to improve provision further?

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

- obtain necessary information from parents; this specifically refers to who has legal contact and parental responsibility for the child (Safeguarding and promoting children's welfare). 03/08/2011

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

- improve the environment for the younger age groups to give greater opportunities for them to make decision and self select independently
- build upon the plans to develop partnerships and systems for sharing information with other providers who deliver the Early Years Foundation

Stage to ensure consistency in care and learning for individual children.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is promoted as staff are confident and secure in their knowledge of safeguarding issues. They are fully aware of the procedures to follow if they were to have any concerns about any of the children in their care. There are effective recruitment and induction procedures in place to ensure suitability of those involved in children's care and play. A detailed range of policies and procedures that are understood and consistently implemented by staff, are used to inform practice and promote the welfare of the children who attend. This, combined with effective recording systems for medication administration, accidents and allergies, further ensures children are well protected. Whilst detailed information is collated about each child at registration, not all of the forms contain the information about who has legal contact with the child and who has parental responsibility. Detailed risk assessment systems are implemented and effective systems are in place to ensure children's security, such as finger print recognition. Staff are well deployed within the setting, ensuring ratios are maintained. Pre-school children have good opportunities to access a range of appropriate resources and activities. However, the organisation of resources for the younger age groups is such that not all children can easily see them therefore tend not to access them spontaneously.

The staff work well in partnership with parents and carers to ensure children's individual needs are met. They successfully utilise notice boards, newsletters, daily diaries and daily communication to ensure parents are kept suitably informed about the organisation of the nursery and events. Parents are encouraged to provide information about their child when starting at the nursery, so that the child's key person knows their individual interests, welfare needs and developmental starting points to inform the initial planning. Staff exchange information daily with parents about children's care and share children's learning and development records. More recently staff have resumed the opportunities for parents to attend a formal 'Parents Evening' to talk more in depth about their child's progress. Feedback from parents is positive and complimentary and demonstrates their satisfaction with the service. Good working relationships with other professionals, such as the speech and language therapist have been developed in order to maintain a consistent approach in meeting children's needs. Staff are working hard to develop successful links with other settings that children attend in order to provide consistency and to support their overall care and development.

Under the excellent leadership of the new owner and management team, the nursery remains forward thinking and reflective. This, combined with strong teamwork and staffs' desire to continually train and develop as professionals, contributes strongly to the nursery development. It has a thorough understanding of its strengths and of how it can continue to improve. Consequently, the nursery has excellent capacity to sustain and drive improvements.

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

Children make good progress in the caring and lively atmosphere that the staff have created. Staff know the children well, have a good knowledge of their learning needs and as a result successfully support children's learning and play. Careful planning incorporates children's interests, makes learning meaningful and is sharply focused on the next steps. Regular observations of children's achievements are collated into individual learning journals. The learning journals summarise achievements and are increasingly used to inform and engage parents.

Staff have a loving and caring relationship with children who form strong attachments to familiar adults who provide them with a good level of sensitive and appropriate support. Babies and toddlers have good opportunities to access natural play materials, from water play to the use of treasure basket and heuristic play. The range of objects used are chosen to appeal to the baby's five senses and encourage development exceedingly well. Staff are very keen to widen young children's experiences and use the philosophy of 'Developmental Movement Play' which successfully incorporates and promotes the child's natural curiosity, awareness of self and interest through movement. Children's communication and language skills are exceedingly well supported, beginning with babies who respond to the interaction, gestures and body language of the staff. As children's understanding and use of language and communication develop, staff use positive strategies to help children to be good listeners and develop their vocabulary. Displays around the nursery show that children progressively develop their mark making ability and begin to form pictures and letters accurately.

Children's understanding of diversity and difference is promoted well. They access resources that reflect positive images of people from different cultures and with physical disabilities. This ensures that children learn to value aspects of their own lives and the diverse society in which they live. Children are confident and enthusiastic learners who become fully involved in a variety of interesting and exciting play activities. For example, within the purposeful forest experiences offered. Their thorough enjoyment of learning through exploration and play is clearly evident. Staff's innovative approach to outdoor play empowers children to learn about the natural environment; how to handle risks, use their own initiative to solve problems and co-operate with others. Children develop an insatiable level of curiosity as they roll small logs, climb over branches or decorate some sticks to create a boundary around the fire pit. Within the woodland, children thoroughly enjoy space and freedom regardless of the weather. Dressed in Wellington boots and puddle suits the pouring rain did little to dampen the children's enthusiasm as they became engrossed in building dens and shelters and making mud soup. They use full sized tools, play, learn boundaries of behaviour, both physical and social, grow in confidence, self-esteem and become self motivated. They play imaginative games using whatever resources and ideas come to mind. For example, children found a discarded birds egg which they decided was really a dragon egg, from this

they created their own dragon nests digging a hole in the ground and collecting twigs and straw to make the dragon comfortable. They are active, enthusiastic and energetic in their use of sticks, branches, leaves, trees, bracken and the myriad of materials they find in this natural environment. This regular and extremely successful access to a highly stimulating environment boosts children's physical and emotional well-being, as well as keeping them healthy and active.

Children's behaviour is very good they clearly know what is expected of them. They are very kind and caring to all their friends, which helps them to feel a strong sense of belonging. Children play very cooperatively together and consider one another during their play. For instance, two children held their friends hand to help her walk along a log. The children are aware of the importance of personal hygiene as they wash their hands at appropriate times. They are actively involved in keeping themselves safe, for example, they undertake their own risk assessments before beginning their adventures in the forest school. They are encouraged to share toys, not to run indoors and to look after the toys and equipment. Regular evacuation drills are also helping the children to learn what to do in an emergency.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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