

Bambinos Day Nursery LTD

Inspection report for early years provision

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EY399534

Inspection date

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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).

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Description of the setting

Bambinos Day Nursery is a privately owned setting and was first registered in 2009. It operates from a converted house in a residential area of Croydon. Rooms for children are spread over two storeys, with a baby room on the ground floor and a room for children aged over two years on the first floor. There is a fully enclosed garden for outdoor play.

The nursery is registered on the Early Years Register to care for no more than 18 children in the early years age range. There are currently 13 children on roll, who attend for a variety of sessions. The setting is open from 8.00am until 6.00pm from Monday to Friday for 50 weeks a year.

There are five staff who work with the children, including the manager. All staff have relevant childcare qualifications.

The setting receives support from the local authority through an early years advisor and provides funded nursery education for children aged three and four years.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting promotes children's welfare and development appropriately overall. Children settle well in the homely, inclusive environment and make steady progress in their learning. Staff know children well and build effective partnerships with parents, which helps them meet children's individual needs. However, all requirements are not currently met as some necessary paperwork is not in place. Children are kept safe and are appropriately cared for overall, although risk assessments are not always fully effective. The management and staff team are committed to continual development, but systems for monitoring and evaluation are not always robust enough to ensure prompt action is taken to make improvements where needed.

What steps need to be taken to improve provision further?

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

- obtain written permission from parents before administering medication to children (Safeguarding and promoting children's welfare) 26/09/2011
- keep a record of all accidents and first aid treatment and ensure parents are informed (Safeguarding and promoting children's welfare) 26/09/2011

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

- take prompt action to address any issues identified in risk assessments and make sure that the outdoor area is safe and free of hazards.

The effectiveness of leadership and management of the early years provision

Children's welfare is satisfactorily safeguarded. Staff are aware of child protection issues and understand the procedures to follow should they have any welfare concerns about a child in their care. Children are further safeguarded through the nursery's recruitment procedures. This ensures that staff are appropriately qualified and are suitable to work with children. Staff work well together as a team, sharing tasks and responsibilities throughout the day. However, some required documentation that promotes children's health, safety and wellbeing is not currently in place. A record of prior consent from parents for medicine given to children is not always available and sometimes accidents are not recorded. Maintenance of these records are a legal requirement.

Toys and other resources are used well inside the premises to create a bright, welcoming and interesting learning environment, with play materials well organised and easily accessible to children. However, although staff also make sure a suitable range of resources are available for outdoor play, the outdoor area is not yet used effectively to support children's learning, and risk assessments do not always ensure that the outdoor environment is completely safe for children's use.

Staff make sure they have a good understanding of each child's background and needs so that equality and diversity are successfully promoted and children's individual needs are met. They adapt care where needed, for instance by using key words, pictures and signs to support children who speak English as an additional language. Parents are kept well informed about their child's progress and benefit from daily record sheets as well as verbal feedback from staff. Parental comments and views are valued and information from home forms part of the process for assessing children's achievements.

Staff are aware of the need to work in partnership with other childcare providers and professionals if children have special educational needs, although this does not apply to any of the children currently on roll. The manager and staff team are keen to develop the service they offer and they monitor the provision and identify areas for improvement. Actions taken lead to good improvements in some areas, such as systems for communicating with parents and carers. Some other areas for improvement, however, such as record-keeping, are not currently promptly identified and addressed.

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

Children are confident and appear settled in the nursery. They benefit from the warm family atmosphere due to the small size of the setting and make good relationships with staff and each other. They show a sense of belonging and they grow in independence when they find their own wellingtons and slippers or help themselves to toys and play materials. Children learn to keep themselves safe when they explain that scissors are 'very sharp' and demonstrate how to hold them carefully when cutting. They adopt simple good hygiene routines when they wash their hands when they come in from the garden and before they eat. They enjoy their lunch of home-made soup and help themselves to water to drink. Children play outside every day as part of a healthy lifestyle, practising their physical skills as they manoeuvre their bike around obstacles or have a turn on the slide. However, the outdoor area is not always free of hazards to ensure they can play safely.

Children take part in a wide variety of activities and experiences that help them make sound progress in all areas of learning. Staff know children well. They make careful assessments of their achievements and use the information gained to plan future activities based on children's interests and skills. Children are keen to communicate and they confidently start conversations and express their ideas. They enjoy books and stories and join in with songs and rhymes. They solve simple problems when they measure how long the scissors are, or work out how many are left when one is taken away. Children develop skills for the future when they use the computer to complete simple programmes. They explore the world around them when they find a spider on its web in the garden, or when they investigate in the sand tray. Children use their imaginations when they make models with play dough or colour and draw. They are keen to greet their friends when they arrive in the morning and are appropriately occupied throughout the day.

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? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

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 | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 3 |
| 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 | 3 |
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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 | 3 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 3 |
| 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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