

Bambinos Plymstock

Inspection report for early years provision

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Inspector Lynne Bowden

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Type of setting Childcare - Non-Domestic

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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

Bambinos Day Nursery and Nursery School opened in Plymstock in 2005 and forms part of a small chain of privately owned nurseries throughout Plymouth. The nursery has sole use of a large former residence in this suburban part of the city, and has a large secure garden to the rear for outside play. The nursery is open from 7.30am to 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 64 under eight years may attend at any one time and all may be in the early years age range. There are currently 118 children on roll and all are in the early years age range. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The staff support children with special education needs and/or disabilities. They also support children for whom English is an additional language.

The nursery employs 19 staff to work directly with the children, of these 11 hold suitable early years qualifications and eight are training to gain a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff have embraced the Early Years Foundation Stage framework and skilfully use it to promote children's excellent progress in learning and development. All children are included and their individual needs are met extremely well in a highly safe and secure environment. Highly committed and passionate leadership promotes the excellent teamwork and secures substantial continuous improvement. A key strength is the extremely effective links developed with outside agencies to promote children's development and welfare. Parents are generally well involved with the provision and informed about their children's achievements and progress.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the opportunities for parents involvement in their children's learning and development.

The effectiveness of leadership and management of the early years provision

Management conscientiously follow comprehensive recruitment and vetting procedures. They use very effective systems to monitor ongoing suitability of staff, in order to keep children safe from harm. Staff have very secure knowledge of safeguarding procedures and are confident about what to do if they have any concerns. Staff vigilantly use close circuit television to monitor and control access to the premises. They conscientiously check visitors' identity and escort them within the premises. Staff carry out extremely effective risk assessments regularly to ensure that the premises, resources and activities are safe.

Staff are very ably led by the enthusiastic and passionate manager. They constantly reflect on and monitor their practice, striving to maintain and improve their high quality provision. Highly effective systems are in place, which enable the staff to seek feedback from many sources. Management are supportive of staff development, encouraging them to access training. Clear comprehensive records of children's development enable staff to monitor individual progress and the effectiveness of their planning and practice. Staff measure and monitor the progress of different groups of children and effectively deal with any barriers identified. Staff enthusiastically use their training and knowledge of play and the forest schools ethos to plan exciting and interesting environments. There are excellent opportunities for children to explore and progress both indoors and out. Careful and skilled organisation of resources enables children to initiate and participate in activities that interest them.

The staff work very effectively with other agencies to meet individual children's needs and provide consistent care. Staff encourage parents to share their cultural background and languages with the children. The staff are proactive in monitoring their own effectiveness at identifying and meeting the needs of children with special educational needs and/or disabilities. Staff are highly effective at meeting children's individual needs, in close partnership with parents and other agencies. Partnerships with parents are generally highly effective. Parents are enthusiastic in their praise for the staff and the nursery. Staff highly value and encourage parental involvement and feedback through the parent forum, questionnaires and regular outings and social gatherings. They seek and act on parents' suggestions about the nursery. Staff seek information about the children's development and preferences on introductory visits. Regular parents' evenings inform parents about their children's progress so far and areas that staff identify for future support. However, parents are not asked for their suggestions about their child's next areas for development, which could discourage less confident parents from contributing their views.

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

Children very confidently move around the nursery choosing to participate in exciting activities that interest them. Children show an extremely strong sense of security in the nursery. Indoors, babies thoroughly enjoy crawling around the baby room exploring and handling the superb range of materials and resources available to them. Older children develop excellent awareness of shape and size as they complete jigsaw puzzles, while toddlers enjoying posting things into boxes. Children thoroughly enjoy creating pictures and cards using glue, paint and coloured feathers. Some children create pictures of the recently hatched chicks in the playroom, demonstrating their creative skills. Children also express their imagination extremely well through child-initiated story time and play with small figures. Highly skilled staff interventions, effectively promote children's development, learning and independence. Children make excellent progress with their learning and development of skills for the future.

Children are developing an excellent understanding and respect for difference and diversity. They routinely see different languages and scripts, for example, in a display linked to Chinese New Year. They receive visits from people who talk about and explain a variety of different faiths. The careful organisation of staffing enables the nursery to meet the needs of children with special educational needs and/or disabilities exceptionally well. Children enjoy practising and embedding their knowledge of phonetics and letter shapes. They confidently identify and name sets of objects all beginning with the same letter. They are adept at using their skills in a memory game, enthusiastically identifying which objects have been removed. Children learn to follow the rules and cooperate extremely well as they play these games together. Children show in their play an excellent understanding of how to keep themselves and others safe.

Children engage in an excellent range of physical activities to understand the importance of maintaining a healthy lifestyle. Outdoors, children successfully develop their strength, coordination and balance as they build an obstacle course with planks and carefully walk across them. Young children learn about the environment. They are thrilled as they explore leaves and watch them blow and float in the wind as an adult throws them in the air. Children thoroughly enjoy eating their nutritious snacks and lunches, where they develop effective independence skills. Children also learn about cultural events at meal times, with a serving of pancakes on Shrove Tuesday. Older children enjoy decorating their pancakes with healthy alternatives such as, raisins and bananas. Children are extremely well protected from risk of cross infection by staff who follow meticulous hygiene procedures. They discourage the use of outdoor shoes in the baby room, for example and provide individual bedding and flannels. Children show their awareness of the need for effective hygiene procedures, when they inform staff of the need to clear up very carefully after the chickens in the playroom. The older children show fascination in the family of chickens, which they first saw as eggs and have followed through incubation and hatching. They observe and see the surviving chicks as they grow and develop, stimulating their curiosity and understanding of nature superbly. With sensitive support from staff, and in

consultation with parents, the children dealt with loss and sadness, when one of the chickens died.

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? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

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 | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships | 1 |
| 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 | 1 |
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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 | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| 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