

# Warrington Road Bambini Day Care Centre

Inspection report for early years provision

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<b>Inspection date</b>	10/08/2012
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<b>Type of setting</b>	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

Warrington Road Bambini Day Care Centre originally opened in 2002 and re-registered under the management of the Local Authority in 2012. The provision is situated in the Widnes area of Cheshire. It operates from purpose-built accommodation where children are cared for in a number of playrooms based on their age and stage of development. All rooms are located on the ground floor and the premises are easily accessible. There is a fully enclosed area for outdoor play.

The setting opens every weekday all year round. Opening times are 8am until 6pm. Children are able to receive funding for nursery education. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. Children attend for a variety of sessions and come from the local and surrounding areas. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is registered for a maximum of 52 children under eight years at any one time. There are currently 154 children on roll.

There are 14 practitioners employed in the setting, all of whom hold appropriate early years qualifications to level 3. In addition, the manager holds Early Years Professional Status. A number of additional staff are also employed and support the setting. The provision receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are offered high levels of care and education, and make strides in their learning and development. Effective arrangements exist to ensure children's good health and safety. Children are valued as unique individuals and diversity is respected. The provision is personalised, and support is tailored to meet children's individual needs. Practitioners are committed to raising standards through broadening children's experiences and further promoting engagement with parents. There is a strong commitment towards quality improvement.

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

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

- involve children in learning which takes them into the local community
- open up further opportunities to work collaboratively with parents to share knowledge, question practice and test new ideas.

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

All necessary steps are taken to safeguard and promote the welfare of children. An effective safeguarding children policy is implemented and individual practitioners are fully aware of their roles and responsibilities in relation to safeguarding children. Children are provided with a safe and secure environment in which they can interact and explore rich and diverse learning and development opportunities. A formal risk assessment is conducted, and practitioners constantly reappraise both the environment and activities to which children are being exposed, making necessary adjustments to secure their safety at all times.

Management systems run smoothly and all required documentation is maintained and readily available for inspection. Accurate record-keeping and strong organisation enhances children's well-being. The manager has energy and enthusiasm and employs a whole-setting approach to promote achievement for all children. Practitioners recognise the value of continuous improvement and self-evaluation is used as the basis of ongoing internal review to maintain and improve the good quality of provision. The setting supports continuous professional development for all staff, and target setting is realistic and challenging. Consequently, outcomes for children are good.

Staff deployment is excellent, and practitioners support children to learn with enjoyment through well-planned experiences. A good balance of child-initiated and adult-led play-based activities ensures that all children remain interested and motivated. Practitioners skilfully extend specific areas of children's learning, boost children's language and communication, and observe and reflect on children's spontaneous play. The bright, airy and spacious environment enhances children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.

Practitioners work in partnership with parents by sharing all relevant information and involving them in their child's continuous learning and development. An inviting atmosphere with approachable staff helps to create effective communication, and everyone receives a friendly welcome. To further exploit this, the manager is in the process of devising new and innovative ways to involve parents in the life of the setting and to use their ideas to shape future provision, for example, through the use of questionnaires. Practice is fully inclusive and practitioners build caring and respectful relationships with all children and their families.

Practitioners work exceptionally well in partnership with other professionals, such as Family Support Workers, Speech and Language Therapists, Portage, and the Integrated Working Support Team to promote optimum continuity of care. They communicate effectively with other providers to complement children's learning and to ensure progression. Firm links with the Children's Centre and on-site maintained nursery school make a strong contribution to children's achievement and well-being. Children are wholeheartedly supported at times of transition and

school-readiness is a key feature within the Dandelion Room.

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

Practitioners' good knowledge of the learning and development and welfare requirements promotes children's learning, social, physical and economic well-being. Activities are well planned, based upon accurate observations, and fully matched to children's individual needs. Practitioners skilfully tune into children and, as a result, they display positive attitudes to learning. Children have plenty of space and time to pursue personal interests, and schedules and routines flow with their needs. Children's behaviour is exemplary; they are happy, relaxed and demonstrate a delightful sense of belonging. Attendance is very enjoyable, and children thrive within an interesting and well-equipped environment.

Children are engaged in a wide range of fun and interesting learning opportunities. Babies blissfully explore their environment and enjoy close, warm and affectionate relationships with their carers. They investigate shiny, crispy and sparkly materials, high contrast black and white resources, treasure baskets and musical toys. Toddlers are imaginative and adore small world play. They listen with enjoyment to stories and are fascinated with a story about a monster. Older children take pleasure dressing up and engaging in make-believe play; boys brandish sticks and assume the roles of superheroes, and girls dance and sing on a makeshift stage. Learning is effective, exciting, varied and progressive.

Although a variety of visitors are invited to the provision to share their skills and expertise, children currently have limited involvement with the local community. Practitioners intend to incorporate trips around the local area, for example, to the shops and to the post box, into the planning. The purpose being to promote enabling environments and further enhance children's experiences beyond the setting. Nevertheless, children develop a good understanding of the wider world through a range of activities. Practitioners are skilled at maximising ordinary daily events to make them more exciting and children watch the refuse collection, a tractor, a passing horse, and a plane overhead with fascination.

Children display an excellent awareness of what constitutes a healthy lifestyle. They adopt good personal hygiene routines, become independent in their care needs, and understand the importance of eating healthily. The enchanting outdoor environment provides children with ample fresh air and exercise, and a wealth of captivating learning experiences. Children have the freedom to explore, use their senses and be physically active and exuberant as they roll tyres down the slope, balance on the stepping stones, negotiate the large-scale play apparatus, hide in dens and spot wildlife. Children are content and settled because their health, physical and dietary requirements are exceptionally well met.

Good quality interaction and well-organised routines help children to become secure and confident. Children learn to recognise and avoid possible danger through rehearsing the emergency evacuation procedure, talking about different

safety issues, such as road safety, using scissors and cutlery carefully, and taking manageable risks during outside play. Children receive warm and responsive care and respond well to boundaries. They are confident, helpful and show very high levels of confidence and self-esteem. All children enjoy good opportunities to enjoy their learning and achieve well, feel safe, learn to lead healthy lifestyles, make a positive contribution and develop their skills for the future.

## 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	2
The effectiveness with which the setting deploys resources	1
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	1
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

<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	1
The extent to which children make a positive contribution	1
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met