

Bambinos Day Nursery

Bambino's Day Nursery, School Drive, Plymouth, Devon, PL6 7TH

Inspection date

08/02/2013

Previous inspection date

14/01/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- The nursery environment is attractive and resources and equipment are of a good standard.
- Systems that promote the health and hygiene needs of children work well. Children enjoy nutritious meals and snacks.
- A genuine partnership with all parents is formed. They access their child's progress records regularly, and are fully aware of the key person system.
- Children are cared for in a secure building where access to the provision is closely monitored and staff are fully aware of their safeguarding responsibilities.

It is not yet good because

- The provider has failed to notify Ofsted of a change to the manager, as is legally required.
- Staffing arrangements do not always enable practitioners to respond to children's emerging needs and interests. On occasion, this limits children's capacity to make good progress in their learning and development.
- The organisation of the session in the pre-school room leads, at times, to a deterioration in children's behaviour as they are not sufficiently engaged and occupied.
- Self-evaluation systems currently lack rigour; as a result, weaknesses within the provision are not always recognised or responded to.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all the play rooms and looked at children's assessment records and planning documentation.
- The inspector held meetings with the management of the nursery and completed a joint observation with the manager in the pre-school room.
The inspector looked at a range of documentation including risk assessments, policies and procedures, children's records, staff records and self-evaluation material.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Leorna Mathias

Full Report

Information about the setting

Bambinos Day Nursery at Woolwell is part of a small privately owned chain of nurseries, serving families in and around the city of Plymouth. This purpose-built nursery was opened in early 1995 and provides full day care. The nursery is registered on the Early

Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 83 children currently on roll, 71 of whom are in the early years age range. The nursery supports children with special educational needs and/or disabilities, children who are learning English as an additional language and those who are bilingual. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The premises can be accessed via a level ramp from the car park area, and there is a secure rear garden for outside play. The nursery offers a before and after school club called 'Just Kids'. The nursery is open each weekday from 7.15am to 6pm, for 51 weeks a year. Of the 13 staff working directly with the children, 11 hold a suitable qualification.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- Improve self-evaluation systems, so all emerging weaknesses are identified and targeted for improvement. Including assessing organisation of the provision so that time is used more effectively and that staff deployment facilitates effective settling, support and engagement of all children, so they can participate fully in all learning opportunities and good behaviour is fully encouraged

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a generally secure understanding of the Early Years Foundation Stage. They use this knowledge to plan an interesting range of activities, which generally enable children to make sound progress. Staff are from time to time engaged in domestic tasks or moving between rooms. While minimum staff ratios are met at all times, these elements of staff deployment result in occasional failures in providing children with sufficient small group or individual support for their learning. This limits the degree to which children are fully engaged and challenged within each activity, and can also lead, at times, to deterioration in children's behaviour and co-operation.

Children are generally settled and happy as they play. Toddlers enjoy feeling and exploring the texture of shaving foam, sand and water. Pre-school children re-tell a familiar story as they play outside with natural materials, such as mud. Very young children explore the use of paint, and manipulate objects made of natural materials. Children access information technology regularly, as they use age-appropriate programmes to create works of art and practise their use of the computer mouse. They

learn about people and communities from around the world, making lanterns and talking about Chinese New Year celebrations, for example. Children explore the properties of ice, and practitioners ask pertinent questions that further their understanding. They make good use of role play toys, playing co-operatively as they pretend to make food and care for dolls. Children enjoy stories, and make some independent use of the book corner.

Staff employ sensible systems for the regular observation and assessment of children's progress. They gather good amounts of information about each child, and use this to determine further planning, following children's interests. Parents are invited to provide good amounts of information about their child at the point of registration. They also have regular opportunities to access the records of their child's progress and contribute their own observations. Children who need additional support for their learning and behaviour also enjoy the benefits of a close working relationship between their parents and key person, so that both parties are using the same strategies to support the children's progress.

The contribution of the early years provision to the well-being of children

All staff adopt a polite calm manner as they work, to which the children generally respond well. Most children are settled, and able to give of their best, although behaviour can become less positive when they are not fully occupied. For some children, who are struggling to settle, the key person system does not always afford them sufficiently intensive support or reassurance. This, in turn, can limit those children's participation in group activities. Staff do take some positive steps to develop children's confidence and self-esteem; for example there are attractive displays of children's work, valuing their creations. The team shares information with the schools that older children are moving on to, taking measures to form purposeful working partnerships where possible.

The safety and security of children is effectively prioritised by staff and management. Risk assessments are thorough and regularly reviewed. Policies and procedures that underpin the management of children's safety are also in good order. Extra care is taken when younger children play alongside older children to make sure their safety is not compromised. Similarly, the management of children's health and hygiene needs is strong. Children enjoy healthy snacks and meals. They are learning to understand the importance of washing their hands before meals and after messy play. Nappy changing routines are appropriate, with staff following clear procedures that limit the risk of cross-infection. Resources and toys are attractively presented and accessible to children. A strong emphasis on items made of natural materials, and found objects, bring welcome diversity to children's play experiences. Staff are able to identify areas of the physical environment that require updating, such as the garden, and are beginning to take action in this regard. Children do make regular use of outside play areas throughout the seasons, accessing large equipment that enables the practice their swinging, climbing and balancing skills.

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

The management team understands its responsibilities in relation to the monitoring of the overall quality of the provision. Systems that allow the on-site manager to review all rooms on a monthly basis, and share these assessments with the senior management team, are in place. While some areas for improvement are identified through this process, such as the need to update aspects of the garden, others are not. The nursery has, of late, undergone a period of transition, and the leadership team acknowledge that this may have had an impact on their ability to accurately assess the quality of care, and the effective promotion of learning and development, across the nursery. The leadership and management team has also failed to keep Ofsted fully informed of changes to the nursery's management. This is a breach of requirements of the Early Years register and the compulsory and voluntary parts of the Childcare Register. However, they are positive about the process of inspection, and are committed to making improvements; a clear vision for the quality of their provision across the nursery group is very much in evidence. They also ensure that staff access regular training opportunities as well as undergoing monthly individual supervision meetings, where practice issues can be discussed in detail.

Staff have a secure understanding of the safeguarding children procedures. A detailed child protection policy is in place and is fully shared with parents. Parents access clear information about the management and day-to-day running of the nursery through informative notice boards. For younger children 'home-setting' books, in which key persons record good levels of information about their child's day, ensure that they remain up-to-date with their child's nursery experience. When outside assistance is required to support children with special educational needs, the nursery understands its responsibilities and forms good working partnerships with other professionals to help support children's individual needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets

		the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	106077
Local authority	Devon
Inspection number	904010
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	58
Number of children on roll	83
Name of provider	Bambinos Ltd
Date of previous inspection	14/01/2009

Telephone number

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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