

# Bambi's Childcare

82 Green Bank, Brockworth, GLOUCESTER, GL3 4NB

## Inspection date

Previous inspection date

25/03/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

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

- Happy confident children demonstrate they feel safe and secure in the welcoming environment. Children are making satisfactory progress in their learning.
- Staff show care and concern for the children and the key person system works effectively to help children form attachments.
- Safeguarding requirements are met adequately, which means children's welfare is promoted satisfactorily.
- Partnerships with parents are developing well and staff regularly share information with them.

### It is not yet good because

- Staff do not use observations and assessments effectively to help identify children's interests and stages of development to shape children's learning and development.
- Staff record any accidents and/or medication that children may have, but confidentiality is not always maintained.
- Hand washing routines are generally in place, but when a child arrives late for lunch, they are not always encouraged to wash their hands before eating.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the playrooms and garden.
- The inspector had discussions with a parent, the children, the owners and staff.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures, risk assessments, policies and procedures.

## Inspector

Hilary Tierney

## Full Report

### Information about the setting

Bambi's Childcare is privately owned. It operates from a converted private house which is situated in the Green Bank area of Brockworth, close to the city of Gloucester. The nursery registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. The whole property is used, including five play rooms, a sleep/sensory room, a changing area, a kitchen and a downstairs toilet. There is an enclosed area for outdoor play. The nursery opens from 8am until 6pm each weekday, all year round. There are currently 22 children in the early years age group on roll. The nursery supports children who have English as an additional language. There are currently three members of staff, including the two owners who work with the children; all have appropriate childcare qualifications to level 3.

### What the setting needs to do to improve further

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

- improve the educational programmes by the use of observations and assessment, which highlight individual children's interests and stages of development, to help shape children's learning experiences by reflecting those observations.

#### To further improve the quality of the early years provision the provider should:

- improve routines so that children understand the importance of hand washing before meals, with particular reference to children who arrive late at lunchtimes
- consider ways to maintain confidentiality when recording and sharing information with parents about any accidents to their children that may occur and/or when medication has been given to their child.

## Inspection judgements

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

Staff make satisfactory observations and assessments of the children, although, they do not consistently record the stage of learning children are at when they start at the setting. As a result, it is not always easy for staff to assess children's next steps. Nonetheless, children progress satisfactorily in all areas of learning and development relative to their starting points.

Children enjoy their time at the setting. They come into the nursery happily and immediately start to play. Children are happy and beginning to learn about making choices and problem solving. Staff use open questions to help children problem solve, such as 'what colour paper would you like?', 'What do we need for sticking?', and 'What would you like to use, pens, pencils or felt tips?' Children are able to easily access all resources across the setting, including books in all the nursery rooms. They enjoy looking at them alone and with the staff. Children develop early language skills as the staff constantly talk to them about what they are doing and going to do. Young children have opportunities to explore different textures, such as sand, pasta and shredded paper. Staff take off children's socks and shoes, so they are able to explore the sand with their feet. Children enjoy throwing the shredded paper up in the air and watching it fall. They laugh and giggle as it falls on their heads and they pretend to hide in the piles of paper. The sensory room helps children explore different lights, textures and noises. Young children enjoy crawling around in this room and exploring the world around them.

Staff actively promote equality and diversity. They support children who have English as a second language, through obtaining key words in the child's home language. Staff use these key words with the children when offering drinks or food to the children. Children are well behaved and they understand the rules of setting. The natural use of praise and encouragement means that children are encouraged in their confidence and self-esteem and they respond positively to the staff. Children enjoy developing their imagination through role play. They enjoy exploring treasure baskets, which are full of natural materials, such as necklaces, hair rollers, brushes and wooden containers. Children talk about the feel of the rollers and what these are used for, before walking around the room with the rollers in their hair. Older children have regular opportunities to develop their mathematical language as they help to get ready for lunch. Children are prepared well for their next stages of learning. Through careful planning of activities, staff help children acquire the skills, attitudes and dispositions that help them become ready for school or the next stage in the nursery.

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

Children demonstrate they are happy, and they feel safe and secure in the setting. They are confident and settled quickly because of the calm, caring approach of the staff. The key person system works well and as a result, young children are forming attachments with the staff. Reassurance by staff is offered to children in the form of cuddles and comforting words when required. The youngest children sleep according to their individual needs and staff are fully aware of when their key child is tired or hungry. Children understand the routines of the setting and that they can get resources for themselves as they play.

Children are beginning to understand about healthy lifestyles. They are encouraged to take part in preparing food for snacks and lunchtimes. For example, the older children help to clean potatoes ready for lunchtime, and they help to set the tables. Children generally understand the importance of hand washing; for example, before meals and

after using the toilet. Staff gently remind the children to wash their hands after using the toilet and wipe younger children's hands before they eat. However, if children arrive late in the morning, staff do not always encourage them to wash their hands before they eat. Staff follow good nappy changing procedures and help ensure children's privacy is maintained during this time.

Children have regular opportunities to explore the outside areas. They play outside regularly during their time at the setting, which means they get plenty of fresh air and exercise. Older children understand that in the cold weather that they need to wrap up warm and wear their outdoor clothing. Children are able to run, climb, ride bikes and explore in the garden. They enjoy finding water that is frozen, feeling and talking about the textures, why it is there and whether it feels warm or cold.

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

Staff are aware of their responsibilities in meeting the safeguarding and welfare requirements, which means that children's welfare is promoted adequately. Staff complete detailed written risk assessments that contribute to staff's awareness of any potential hazards around the setting. Suitable recruitment and induction procedures are in place and as a result, newly recruited staff have an enhanced disclosure issued by the Criminal Records Bureau. The staff are fully aware of their responsibilities in meeting the learning and development requirements. Staff are suitably aware of the Early Years Foundation Stage framework and carry out observations and assessments on the children in their care. However, these are not yet fully identifying children's starting points, achievements, interests and learning styles.

Partnerships with parents are developing well. Regular information is shared with parents on a daily basis. Two-way daily diaries help keep parents well informed about their child's day. A noticeboard in the entrance hall is in use to keep parents informed about current and future events. The owners of the setting send out parental questionnaires to help them assess how parents feel about the care they are providing. Parents comment on how happy they are with how their children have settled and the care that staff provide. Regular newsletters keep parents informed, and they have easy access to the settings' policies and procedures. Partnerships with other early years settings are developing well. The staff have made contact with other settings that children attend; this means that all adults are able to contribute to children's learning and development.

The staff have made a positive start on evaluating the setting and the care they provide. As a result, most areas to improve are well targeted and benefit the outcomes for children. However, not all the weaker areas in practice are clearly identified. For example, confidentiality is not always maintained when sharing records with parents of any accidents that children may have had, or when medication has been given to children. Nevertheless, staff are highly motivated to improve the quality of care and education they provide to improve the outcomes for children in their care.

### **The Childcare Register**

The requirements for the compulsory 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 action. 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

<b>Unique reference number</b>	EY451194
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	885611
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childcare - Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	17
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Carla Roberts & Lucy Herbert
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01452 534182

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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, which are usually the childminder's 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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