

# Bambinos Day Nursery LTD

662 Davidson Road, CROYDON, CR0 6DJ

<b>Inspection date</b>	10/05/2013
Previous inspection date	24/08/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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 staff team are very kind and caring towards the children. Therefore, children feel secure and develop positive relationships with the adults who care for them.
- The staff team have a positive approach to supporting children's language and communication skills. Consequently, children who require additional support soon catch up in their learning.
- Staff work closely in partnership with parents, which enhances continuity in children's care and learning.

### It is not yet good because

- There are inconsistencies in assessments of children's progress. Therefore, planning is not always precise enough to link clearly with each child's individual needs in order to fully promote their progress.
- Children do not have many opportunities for literacy and mathematical activities in the outdoor area. Therefore, children who learn best through active play, outdoors, are not always able to do so across all areas of learning.
- Staff do not always focus on children's social development to encourage them to make friends and develop confidence within a larger group.

## **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.

## **Inspection activities**

- The inspector observed activities and interactions in the playrooms and the outside learning environment.
- The inspector completed a joint observation the registered provider.
- The inspector held meetings with the registered provider and held discussions with staff and children.
- The inspector took account of views of seven parents spoken to during the inspection.
- The inspector looked at children's individual profiles, and a selection of relevant policies.

## **Inspector**

Linda du Preez

## Full Report

### Information about the setting

Bambinos Day Nursery is privately owned and first registered in 2009. It is registered on the Early Years Register and operates from a converted house in a residential area in the London Borough of Croydon. Rooms for children are spread over two floors, with a baby room on the ground floor and a room for children aged over three years on the first floor. There are currently 25 children on roll age from one to four years. There is a fully enclosed garden for outdoor play. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities. It is open from 8am until 6pm from Monday to Friday, for 50 weeks a year. The nursery employs four members of staff. Of these, three hold appropriate early years qualifications, including one who holds a Foundation Degree in Early Years. The nursery provides funded early education for three and four-year old children.

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

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

- review children's individual needs, interests, and stage of development by ensuring that all staff make precise and up to date assessments of children's progress and use this information to plan a challenging and enjoyable experience for each child in all of areas of learning.
- improve children's social skills by encouraging them to play with a variety of friends so that everybody in the group feels included

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

- strengthen programmes for children's learning by providing varied experiences and opportunities for children to experience mathematics and literacy in the outdoor area.

## Inspection judgements

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

Children enjoy their time and keep busy and active in this welcoming nursery. The nursery provider has developed new processes for staff to observe children at play and record their achievements. This helps to inform planning for the next steps in their learning. Most

staff use these systems well, although others are less consistent, resulting in children making no better than satisfactory progress. However, staff have a consistent approach to gathering information about children's starting points and undertaking the two-year-old progress check. Staff also share information with parents about their children's learning and development, to support consistency between home and nursery.

Staff encourage children as they play by joining in and offering lots of encouragement. For example, as children build puzzles, staff talk about the pictures on the puzzles and praise children for their efforts. Consequently, children remain focused, keep trying and succeed in their task. Children enjoy thinking about size and shapes of objects as staff ask them to compare pieces of fruit. Staff display posters with labels and captions that help children develop awareness that words carry meaning. Staff read stories, which capture children's imagination and they eagerly remember or anticipate what will happen next. Older children create drawings and form recognisable letters, as they write their names on their work. These positive learning experiences help children to develop skills that prepare them for starting school. However, the nursery staff do not consistently plan for mathematics or literacy in the outdoor area, which means that children who learn best outdoors are not always able to do so.

Babies and toddlers make consistent progress in their language and communication skills due to the positive support from staff. Staff sing with younger children throughout their play and repeat words clearly, modelling sentences to them. Staff demonstrate they are always mindful to communicate appropriately, according to children's understanding. Consequently, babies and toddlers learn new words, begin to form longer sentences and become confident communicators. Staff make the most of everyday opportunities to support children's spoken language and encourage them to communicate verbally. For example, during breakfast they carefully plan for children to use words to describe the cereal they would like to eat and to describe the different cereal boxes. Staff work with parents and therapists to ensure that they offer additional provision to enhance children's language and communication. For example, they use visual timetables and pictures to support children with delayed language skills. Staff carefully consider the variety of home backgrounds and liaise effectively with parent's to ensure that children get the specialist support they need. They find out useful words to assist children where families speak more than one language and offer a good range of resources that reflects the differing backgrounds of the children who attend. Consequently children with delayed language and communication skills progress and catch up rapidly.

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

Children and their families arrive at the nursery to a warm greeting from the friendly staff team. Children have a key member of staff who gets to know them and helps them to settle in. Children benefit from the high level of support and sharp focus staff place on their emotional wellbeing. For example, when children are unsettled because of visitors at the setting, staff introduce them and sensitively plan simple activities to help them feel relaxed, safe and secure. Children have clearly formed strong attachments to staff as they demonstrate their affections physically. For example, they throw their arms around staff

when they are excited after successfully completing a puzzle.

Children are well behaved as staff are positive and kind role models. Children learn about acceptable behaviour and how they need to be kind and thoughtful towards others. For example, they share resources and learn to wait patiently to take their turn on bikes. However, some staff do not always focus consistently on children's social development. For example, they do not take opportunities to encourage children to play with a variety of friends. This occasionally results in some children playing alone rather than being included. It also means that quieter children are not always fully supported to develop social skills to prepare for school.

Staff encourage children to try and dress themselves in coats and boots when preparing to play outside. Most children succeed and develop independence and staff are always on hand for those who need support. Therefore, staff offer a suitable balance of support and encouragement.

Staff support children's physical development by providing many opportunities for children to develop their physical skills in the outdoor area. Children enjoy climbing, running and riding bikes. Staff support children's health and wellbeing by talking to them about the importance of eating healthy food and keeping clean to avoid germs. They teach children to keep safe through careful explanations about why they don't want them to run around indoors as they might get hurt.

Staff support children as they prepare for change both within the nursery, and when children transfer to school. They forge strong links with the local schools and prepare children through visits to and from the schools for children to become familiar with the new environment and new people.

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

The registered provider is the manager of the nursery. She works closely with a deputy and the staff team to update policies and keep up-to-date with changes in requirements. The provider has relevant recruitment systems in place to check the suitability of staff working with children and implements clear induction procedures. Staff implement the safeguarding policy for children's safety and understand their responsibilities well. Safety measures are effective within the nursery and staff have a thorough understanding of their roles and responsibilities when protecting children from harm. For example, they carry out detailed risk assessments to check the nursery environment and when preparing for outings.

Staff improve their knowledge and skills through a range of training opportunities. For example, staff have attended training specifically linked to the early years foundation stage, the two year old check and supporting children's communication skills. Regular appraisals ensure that staff are performing well and that individual training needs are identified and acted upon.

The provider reflects on the quality of the provision by completing a self-evaluation form and making plans for improvement. All recommendations from previous inspections have been put in place. Staff work closely together and discuss their practice informally to bring about improvements. The provider monitors observations and assessments, but does not have a comprehensive system for monitoring the delivery of educational programmes. As a result, inconsistencies have arisen. This means that assessments do not always link clearly with each child's age or stage of development or effectively inform planning to ensure all children progress and reach their potential.

The nursery staff have formed strong partnerships with parents and encourage and support parents to contribute to children's learning and development. Parents report that their children are well supported by friendly and caring staff and children enjoy their time at the nursery. Staff have strong links with other settings and external agencies to seek additional support for children when needed.

## 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>	EY399534
<b>Local authority</b>	Croydon
<b>Inspection number</b>	816139
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	18
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Bambinos Day Nursery Ltd
<b>Date of previous inspection</b>	24/08/2011
<b>Telephone number</b>	020 840 71068

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

