

Bambinos Day Nursery (Coventry) Ltd

Bambinos Day Nursery (Coventry) Ltd, Binley Business Park, Harry Weston Road, Binley, COVENTRY, CV3 2SN

Inspection date	01/08/2013
Previous inspection date	17/03/2010

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are highly confident, showing an excellent level of independence and motivation, as a result of the well-organised learning environment and practitioners skilful interaction and support.
- The nursery provides an excellent range of exciting activities, through which all children optimise their learning. Children make very rapid progress as all practitioners have an excellent understanding of how children learn through their play.
- Children are extremely safe at the nursery as they are very well supervised at all times, and practitioners understand and implement meticulous policies for safeguarding and to protect children's health.
- The innovative leadership of the management team means that all practitioners have excellent opportunities to further their professional development. Sharply focused self-evaluation includes the views of all practitioners, parents and children. This means that areas for improvement are clearly identified and swiftly acted upon.
- Solid working partnerships with parents and carers ensures each child's individual needs are superbly met. Highly effective information sharing results in parents being kept continually informed and up-to-date with regard to their child's day, their progress and any achievements.

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 held a meeting with the provider/manager of the nursery and spoke to practitioners and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector observed activities in all rooms and the outdoor learning environment.
- The inspector looked at a selection of children's assessment records and planning, evidence of suitability of practitioners working within the setting, the provider's self-evaluation and a range of other documentation.

Inspector
Hazel White

Full Report

Information about the setting

Bambinos Day Nursery was registered in 2006 and is privately run. The nursery is registered on the Early Years Register. It is situated on Binley Business Park in Coventry. The nursery operates from four rooms in purpose built premises. There is an enclosed outdoor play area.

The nursery is open Monday to Friday from 8am to 5.15pm all year round with the exception of bank holidays. Children attend for a variety of sessions. There are currently 53 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports children with learning difficulties and or disabilities and children who speak English as an additional language.

The nursery employs 13 practitioners, ten hold early years qualifications at level 3. Two practitioners hold level 2 qualifications, and one is working towards level 3. The manager has Qualified Teacher Status. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance further children's already good exploration of the natural environment, for example by, providing windmills and windsocks to investigate the effects of the wind.

Inspection judgements

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

Children have lots of fun and make excellent progress within this vibrant, welcoming and inclusive nursery. Practitioners skilfully use their broad knowledge of how children develop, to observe their progress and effectively plan for their future learning. They have an exceptionally good understanding of the characteristics of effective learning and they use expert teaching methods to highly motivate children. A wealth of information is gathered from parents about their children's interests and individual needs when they first join. As a result, children quickly settle at the nursery. This information is successfully used to ensure that activities are tailored to meet the children's unique learning needs. Regular and well-focused observations of the children and precise assessments are used to plan for their individual next steps. As result, children are exceptionally well-supported in making very rapid progress in their learning in readiness for school.

Parents are continually involved in their children's learning to optimise the progress they make. Parents record the activities their children have enjoyed at home in the 'week end book'. Key persons link this information exceptionally well to the child's individual planning. For example, a child fascinated by a thunderstorm over the weekend, uses a variety of musical instruments in the nursery to find out which one will make the same sort of sound as thunder. Together they discuss the colours of the rainbow and mix paints to make the correct shade. In addition, parents are regularly invited in to the nursery, for example, to help their children secure photos into their learning journals, attend 'play and stay' sessions or to chat about their jobs. All of these methods are highly effective in helping parents to be fully involved in their children's learning and development.

Children confidently choose from an abundance of toys and books that interest them and they are highly motivated to play and learn. Practitioners enthusiastically show an interest in what the children do and say, which helps them to feel highly valued and respected. They skilfully enhance learning through play by playing alongside children, engaging in shared thinking and asking challenging questions to help children think. For example, children dressing-up as fire officers, think about why they need to wear helmets and goggles and learn that this is necessary to keep themselves safe. They use a vacuum cleaner hose 'to put out the fire' and 'jaws of life' to take the roof off cars that are involved in accidents. This demonstrates that children show great imagination and accurately retain information they learnt from a recent visit from the fire brigade.

All children are extremely well-supported in acquiring very good communication and language skills as they engage in conversations with the practitioners and their 'friends' while they play together. Practitioners very effectively encourage children's listening and speaking skills by making the activities fun. Pre-school aged children skilfully make up delightful stories using props. For example, pebbles become 'golden nuggets of treasure'. They 'guard' the 'necklaces in the treasure chest' from the 'pirates' and 'together their work as a team'. Children bring life into their stories by changing the tone of their voices for the different characters. Practitioners support children in understanding how stories are structured and together they make suggestions about how it might end.

Children recognise their names as they self-register on arrival and when they sit down for meals. There is an excellent use of print in the environment, such as signs and labels on displays, storage boxes and baskets. All of these activities help children to develop their understanding that words have real meaning, and supports their very good early communication and literacy skills. 'Play lofts' provide cosy areas for babies to look at family books with their key person and recognise who is special to them. This supports their learning and consolidates personal, social and emotional development. Children have many opportunities to develop their early writing with a variety of materials which are freely available, such as chinks, pens, pencils and paints. They write 'shopping lists' and take 'food orders' in their pretend play, learning that they can write for a purpose. Babies and younger children show great enjoyment and enthusiasm as they use shaving foam and water and brushes to make patterns. These excellent sensory and physical experiences enable young children to start to make connections with their movements and the marks they make.

The environment is rich in numerals and shapes displayed on the walls and in various

number games. Children learn to count the stairs leading to outdoors and the stairs are numbered to reinforce number recognition and ordinal numbers. During registration time, children count how many children are present in total and solve number problems, such as 'how many boys are here today'. Children recognise numbers on cars and parking bays outdoors. More able children measure the apple tree using a tape measure, younger children use handprints and footprints to measure. Consequently, children make outstanding progress in mathematics because they consistently explore shapes and use mathematical terms during play and through daily routines.

The outdoor area provides children with a first class learning environment. All children are involved in growing fruit and vegetables, younger children contribute by growing herbs and salad. They learn to look after them by keeping them watered and take photos of the growing process which they display in their 'growing books'. Pre-school children pull carrots and use them to make their own carrot cake; therefore they are able to see the process from seed to food. Children use magnifying glasses to closely examine snails, mini-beasts and other living objects and use binoculars to observe birds in the garden. Babies explore the natural items in the treasure baskets, such as shells, cones and feathers and examine the different textures. An all-weather station outside enables pre-school children measure rainfall. These opportunities give children a very good understanding of the natural world. However, there is scope to further enhance this already secure knowledge, by providing windmills and wind socks to enhance discussion of wind direction.

Excellent opportunities are provided for children to learn about the similarities and differences in the world around them. Practitioners are committed to providing an inclusive environment where everyone is welcome, valued and respected. Children understand about different festivals and cultures and play with multicultural toys. For example, pre-school children learn to say the days of the week and months of the year in Turkish and Dutch. As a result, children learn that we communicate in different ways. Children bring in photos of family christenings and make 'small world' churches, mosques and temples. This is an excellent way for the children to learn about similarities and differences between people and their diverse backgrounds. Children have numerous opportunities to use technology, as they competently and independently use the computer, camera and various programmable toys. Due to the excellent range of activities and learning opportunities available to the children, they are prepared extremely well for their readiness for school.

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

Children thrive in this welcoming, dynamic and nurturing nursery. Each child is allocated a key person depending on which adult they have become most attached to in their room. This provides consistency for the child and parents, and it enables practitioners to provide excellent personal and emotional security. Every child has their own basket for personal belongings along with family photographs to help them feel valued and reassured. Children's individual needs are very well-known because practitioners work exceptionally well with parents. This approach ensures the transition from home to nursery is smooth,

resulting in children settling easily and happily.

Children are exceptionally well-behaved and are very responsive to the individual attention received from practitioners, who consistently boost their confidence and self-esteem. Practitioners provide consistently high levels of praise and encouragement for children to try new activities and develop their independence. For example, by giving children appropriate responsibility to undertake tasks, such as helping to tidy up and preparing their snacks. In addition, babies are encouraged to attempt to feed themselves and also make choices during free play. Pre-school children develop excellent self-care skills and are competent in managing their personal needs. For example, they learn to put on their wellington boots and put up their umbrellas before going outside to play in the rain.

Practitioner's successfully completed the Coventry Early Years Nursery Award which is a recognition of their commitment to health promotion, enabling children to grow up making better and informed choices about their health. As a result, children have a superb understanding of the importance of healthy lifestyles. They help themselves to drinking water when they are thirsty and are offered a wide range of healthy snacks and meals each day, which are freshly prepared by a qualified chef. Children are aware of the importance of following meticulous hygiene practices, such as, washing their hands before eating and baking. They do this spontaneously, often without having to be reminded by practitioners.

The extremely varied and stimulating resources and the expert support provided by practitioners equip children with excellent skills for their next stages in their learning and their transitions to school. The easy accessibility of the resources and the ability to move freely between the indoor and outside environment significantly supports the children's all-round learning and development. Children play with balls, bats, hoops and bean bags, they also enjoy ride on toys, slides, parachute games and balancing on beams. Children are prepared for all types of weather because waterproof clothing is readily available throughout the day. 'Sails' provide shade in the summer months and shelter in the winter. This means that children can spend the maximum time outdoors, experiencing plenty of fresh air and developing their physical skills to the optimum.

Children are developing very good awareness of how to keep themselves safe. On a daily basis, children learn how to use equipment safely, for example, garden equipment, scissors, modelling tools and a variety of cooking equipment. This is because practitioners provide full support and reassurance. As a result, children are allowed to take risks in the environment which allows them to learn about boundaries that keep them safe.

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

The strong management team provide inspirational leadership. The whole team work cohesively to ensure the children and their ever changing needs are at the heart of all they do. Practitioners have an excellent understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Children

are extremely well safeguarded as practitioners make sure their welfare and safety is of the utmost priority at all times. They demonstrate an excellent understanding of their roles and responsibilities to protect the children in their care from harm, and are secure in their knowledge of the procedure to follow if they have any welfare concerns about the children in their care. Rigorous and robust recruitment and vetting procedures ensure that all adults are suitable to work with the children. They undertake a detailed induction, regular appraisals and training opportunities to keep their knowledge and practice up-to-date.

Comprehensive risk assessments are regularly reviewed and adapted, as and when required. This means that potential hazards are swiftly identified and dealt with immediately. The manager ensures that the correct practitioner ratios are maintained at all times and very often they exceed minimum requirements. As a result, children are well-supervised, safe and secure. An extensive range of policies and procedures underpin the nursery's extremely good practice. They are monitored and updated to ensure they meet current legislation and practice, and are freely available to parents. All required documentation is well-organised and all practitioners demonstrate a first class knowledge of the policies, procedures and records, therefore ensuring the smooth running of the nursery.

Practitioners have superb knowledge of how children learn and develop through their play. They continually evaluate and plan an inspiring range of activities and experiences that highly motivate and interest children. Their planning is based on their excellent knowledge of the areas of learning, hence children make the best possible progress in readiness for school. The partnership with parents and others involved in the children's care is outstanding. Parents and carers receive extensive information about their children's progress and achievements in a variety of ways. Information displayed on the noticeboard, regular newsletters and frequent parents' meetings, provide an abundance of useful information to keep parents fully informed about the nursery. Parents are consulted regularly through discussion and questionnaires about the service to help practitioners consistently meet children's individual needs.

Parents are highly complimentary about the care and education their children receive. They comment upon the excellent care and range of activities provided, as well as the extremely good sharing of information. Managers and practitioners are highly motivated, enthusiastic, and committed to the continuous development of their early years practice. They attend a significant number of training courses, attend team meetings and liaise with the local authority advisers. As a result, practitioners personal development is effectively supported. Practitioners recently took part in a quality assurance scheme and achieved exceptionally high scores. This enables them to reflect and improve on the provision for children. There are excellent systems in place for monitoring and evaluating practice through appraisals and supervision. The manager also monitors children's progress by sampling learning journals to oversee the quality of assessment and planning for their individual learning needs. Regular reflection and self-evaluation assist practitioners in continuing to make improvements to an already outstanding service provided for the children and their families.

The nursery has excellent procedures to ensure that they liaise closely with other early

years settings that the children attend. Practitioners are proactive in their approach to extending children's understanding of diversity and the wider world and have formed strong routines to ensure those attending with English as an additional languages are well-catered for. Practitioners make very good use of external agencies so that they can provide consistent support for the children who need it and give reassurance to their parents. Children benefit greatly from a fully inclusive, vibrant environment which is superbly organised and allows all children to reach their full potential.

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

Unique reference number	EY321551
Local authority	Coventry
Inspection number	915396
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	69
Number of children on roll	53
Name of provider	Bambini's Day Nursery (Coventry) Ltd
Date of previous inspection	17/03/2010
Telephone number	02476456310

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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