

Warrington Road Bambini Day Care Centre

Naylor Road, Widnes, CHESHIRE, WA8 0BS

Inspection date	16/09/2013
Previous inspection date	10/08/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are very happy, secure and confident with the staff as they readily approach them to ask questions or seek reassurance.
- Children respond well to praise and encouragement, which helps them develop their confidence and self-esteem.
- Staff offer activities and experiences that are well balanced and implemented successfully by staff to support children's learning and development.

It is not yet outstanding because

- Children's opportunities to explore all areas of mathematics are not fully supported by a range of resources to stimulate their interest and understanding in length, time and weight.
- There is scope to develop the outdoor areas which children access from their individual rooms to enable children who prefer to play outdoors to explore a wider range of learning experiences, such as, making marks, or using construction.

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 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 spoke with the manager, staff, children and parents at various times throughout the inspection.
- The inspector looked at a range of documents which included, children's records, staff files along with policies and procedures.
- The inspector carried out a joint observation with the manager in the toddler room.
- The inspector toured the premises inside and outside.

Inspector

Sandra Harwood

Full Report

Information about the setting

Warrington Road Bambini Day-care Centre was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in Widnes, and is managed by the Local Authority. The Day Care serves the local area and is accessible to all children. It operates from three rooms and there is an enclosed area for each room available for outdoor play. Children also access the outdoor play area and sensory room of the children's centre. The Day Care employs 16 members of childcare staff. All staff hold appropriate early years qualifications between level 3 and level 6. The manager holds Early Years Professional Status. There is also a number of regular casual staff employed.

The Day Care opens Monday to Friday, all year round from 8am until 6pm. Children attend for a variety of sessions. There are currently 94 children attending who are in the early years age group. The daycare provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- develop children's understanding of all areas mathematics through introducing visual and other resources that enable them to explore mathematical concepts independently during their play

- further develop and plan the use of the individual outdoor spaces to offer a wider range of opportunities to meet the individual learning styles of children who prefer playing outdoors.

Inspection judgements

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

Staff demonstrate their good knowledge of how young children learn and develop. They offer activities and experiences that are well balanced and implemented successfully by staff, to promote the learning of young children and babies. Staff skilfully tune into children, as a result, they display positive attitudes to learning. Children move freely around their rooms, following their own interests and accessing resources independently.

Children's individual progress is monitored effectively to ensure all children meet expected levels of development. Key persons observe, record and identify individual next steps for each child. Children's individual learning needs are then added to the daily planning, this enables all staff to support all children effectively. Staff provide appropriate support for children who speak English as an additional language. Staff develop children's understanding and language by commenting on their actions and provide a model of language at just the right level or using key words in children's home language. Activities are adapted when required to support children with special educational needs and/or disabilities. This ensures that they access all activities to support their learning and development and make good individual progress.

Staff find out about each child from the beginning, through discussions with parents and carers. Comprehensive information gathered ensures they have a good awareness of the needs, interests and skills of the individual children in their care and use these to plan a suitable range of activities. Staff complete the progress check at age two and work swiftly to identify any additional learning needs that children may have and work with parents and other agencies to seek appropriate support. Parents continue to be involved in their children's ongoing learning because effective communication takes place between staff and themselves, for example through daily discussions and written feedback.

Children enjoy the activities available which include a good range of free-play activities along with adult-led activities such as, 'kims' game where objects are hidden and one removed encouraging the children's recall and language skills. Children enjoy the many opportunities indoors to develop their writing skills as they draw and paint independently. Toddlers practise their skills as they use wet sand to make marks and transfer them on to paper. Staff follow children's lead to enable them to make good progress, for example, when older babies show interest in copying adults as they write they are given their own paper and clipboard as they confidently practise their emergent writing skills. As a result, children are developing the skills to prepare them for their next stage of learning. Children learn about capacity and size while filling different sized containers with sand. However, there is scope to introduce a wider range of resources to further support children's understanding of mathematical concepts including, number recognition, weight and time and include them in all areas of learning, such as in construction areas.

Children have daily opportunities to use the large garden of the children's centre. Here they practise and extend their physical skills and take safe risks as they negotiate the large equipment. However, the smaller outdoor areas children which access directly from their individual rooms do not provide as much stimulation as the indoor environment for children whose preferred style of learning is outdoors. For example, they do not have many opportunities to make marks or build and construct outdoors. Indoors, older children in the home corner become 'grown-ups' as they act out familiar roles from home. They dress and feed baby, or make pasta; when mummy says 'it's cold in here' daddy asks, 'would you like the heating on?' this consolidates children's understanding of others and develops their imaginative play. Toddlers show great interest in the farm animals as they engage staff in their play and demonstrate their knowledge of animal noises. Others use a range of utensils in the sand and comment 'it looks like rain' as they sift the sand and watch it fall. Babies receive positive interaction from staff, who spend time talking to

them, holding and playing with them. For example, as older babies practise their pouring skills the staff talks about making cups of tea and sharing it with others. This promotes their communication language along with social and emotional skills.

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

Staff are knowledgeable about individual children's needs through an effective key person system. They demonstrate a good understanding of their roles and responsibility and importance of creating secure partnerships with parents to support children. Children come in happily to the well-resourced environment where a warm greeting from staff welcomes them and their families. They show they feel safe within the setting as they enjoy the company of their peers and the staff that care for them. Children smile, giggle and approach the staff freely when they need support or reassurance, which further demonstrates their feeling of security. Staff carefully plan to ensure that all children's well-being is effectively promoted. For example, babies sleeping, eating and nappy changing needs are met following their own routine. One-to-one attention and eye contact helps to promote their well-being. As a result, babies are confident to explore their surroundings and are provided with challenge and support to encourage them to develop their physical skills.

Children are very well behaved in the setting because staff are good role models and give clear explanations in a calm quiet manner to help promote positive behaviour. Staff offer lots of praise and value their achievements which develop children's increasing levels of independence, confidence and self-esteem.

Children's health is nurtured as healthy and nutritious meals cooked freshly on site ensure children thrive. Children enjoy fresh fruit and vegetables on a daily basis and have regular access to water. Staff use opportunities throughout the day to develop children's understanding of being healthy. For example, they encourage children to try cucumber during snack as they share it with the children. A member of staff talks about how 'yummy' it is, another talks to the children about drinking milk to build strong and healthy bones. Children's safety and understanding is promoted through giving gentle reminders about the rules to follow inside, or being careful not to push friends promoting creating an understanding and tolerance of others. Children play well together, learning to share and take turns; the older children work this out with confidence. Across the age ranges, children are encouraged to help in daily tasks for example, tidying up. This helps to develop their growing understanding of responsibility. Children show genuine concern for one another for example, a toddler helps support a new child by holding hands as they move from one area to another within the room. Children benefit from the well-organised learning environment and good range of equipment and resources available.

Staff support children well in transition from room to room through the valuable exchange of information from key persons supplemented by visits of increasing length as children become accustomed to their new surroundings. Effective support is in place for those children who transfer to nursery school or school as good links and exchange of

information aids their transition.

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

Staff receive regular training and updating of their skills and knowledge to ensure they have a good understanding of their role and responsibility in safeguarding children. They confidently explain the procedures should a concern arise about a child in their care or if they have a concern about adult behaviour.

The inspection took place following a concern raised that a parent had not been informed of an incident. Following an internal investigation, it was identified that on this occasion, policy had not been followed. Since the incident, the manager and local authority have worked together and updated policies and procedures to improve the recording of incidents and accidents. The manager held a staff meeting to ensure all staff understand and implement the new procedures. The manager regularly checks documentation to ensure staff are following the new procedures to avoid any repetition of the incident. On the day of inspection, these new records were seen working in place.

The suitability of staff to work with children is monitored effectively through relevant vetting checks and safe recruitment procedures. The staff carry out thorough risk assessments and daily safety checks. This helps to minimize any risks relating to the premises and activities that children engage in enabling them to move freely and safely around the setting.

Parents spoken to during the inspection say their children are happy at the setting. They explain that they are happy to talk to staff about anything and that they do not have any concerns regarding the quality of the service. Parents also report that their children like the meals and that staff tell them all about what their children have been doing when children are collected. Staff have very good working relationships with other agencies particularly those situated within the children's centre. This ensures that prompt action is taken regarding any concerns and targeted support is sought for children who may have special educational needs. This means inclusive practice is well promoted to help all children achieve their full potential.

Children benefit from good staff deployment which ensures that they are consistently well supervised and supported. All staff work well as a team and prioritize children's safety. Staff performance is monitored through staff appraisals, and regular team and room meetings. Room leaders oversee the planning and children's files to ensure they accurately reflect all children's skills, abilities and progress, resulting in consistent practice. There is a strong commitment to the ongoing professional development of the staff team and manager. This is achieved through attending training courses, and support from the local authority and teacher, who supports the learning in the setting. This means children benefit from a staff team which is confident and up to date in its knowledge.

Self-evaluation used in a variety of ways is an ongoing feature of the Day Care centre and

management ensure all users have an opportunity to contribute ideas and suggestions. This is used to identify and plan for improvements across the setting.

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 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	EY435549
Local authority	Halton
Inspection number	931708
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	94
Name of provider	Halton Borough Council
Date of previous inspection	10/08/2012
Telephone number	01514220049

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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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