

# Bambinos Day Nursery LTD

662 Davidson Road, CROYDON, CR0 6DJ

## Inspection date

23/04/2014

Previous inspection date

10/05/2013

## The quality and standards of the early years provision

**This inspection:**

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 requires improvement

- Children respond well to the welcoming and friendly interaction of staff and benefit from observing the friendly greeting their parents receive from staff.
- The broad and interesting range of resources effectively engages children's interest.
- The manager places a strong focus on supporting the professional development of her staff team.
- Effective arrangements are in place to positively reflect children's home languages within the nursery.

### It is not yet good because

- Management fail to ensure that staffing arrangements always met the required ratios. This compromises children's welfare and well-being.
- Staff do not ensure that parents always receive accurate information about the food and drink their child are being provided.
- Staff do not fully support children to develop their social skills during meal times.
- Assessment and planning arrangements do not always provide a clear indication that staff place equally effective focus on all areas of individual children's learning.

## **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 viewed all areas of the nursery and garden.
- The inspector spoke with the manager, staff, parents and children at appropriate times during the inspection.
- The inspector undertook observations of the staff interacting with children during a range of activities.
- The inspector undertook a joint observation with the manager.
- The inspector sampled documentation, including records of children's progress.

## **Inspector**

Liz Caluori

## Full report

### Information about the setting

Bambinos Day Nursery is privately owned and first registered in 2009. It operates from a converted house in a residential area in the London Borough of Croydon. Children are cared for on both the ground and first floor and there is a fully enclosed garden for outside play.

The nursery is registered on the Early Years Register and currently has 23 children on roll. The nursery supports children with special educational needs and/or disabilities as well as those who speak English as an additional language. It is open from 8am until 6pm from Monday to Friday, for 50 weeks a year. The nursery employs five members of staff to work with the children, of these, four hold appropriate early years qualifications, including two who hold Foundation Degrees in Early Years. The nursery receives funding for the provision of free early education for children aged three and four.

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

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

- ensure that the required adult to child ratios are met at all times
- ensure that parents receive accurate information about the food and drink provided for their children

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

- extend further systems for assessment and planning to support staff to more closely monitor that they are providing appropriate challenge across all areas of learning, including those where children are achieving well
- offer greater support for children to develop their social skills during meal times.

### Inspection judgements

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

Children take part in activities which cover all areas of learning and are generally make steady progress. They benefit from an appropriate mix of adult-led activities as well as opportunities to freely choose what they play with. Staff know the children in their key group well and produce written assessments of their progress and levels of achievement.

They regularly set future goals for each child but these tend to focus on areas where there are learning gaps. This does not help to ensure that children's receive equally focussed support across all areas of their learning and development. For example, there is no indication how staff challenge children in areas where they excel. Parents read their children's written assessment records and receive some clear guidance on how to support their children's learning at home in specific areas. Appropriate arrangements are in place to complete the required progress checks for two-year-old children.

Children are enthusiastic and independent learners, enjoying the freedom they receive to explore their environment. Staff engage children in discussions which effectively promote their communication and language as well as extending their understanding of the world. For example, when reading stories they discuss the cycles of the moon and sun in a way which captures children's interest. Staff speak clearly and use repetition to support children to develop their vocabulary. This is particularly effective for children who speak English as an additional language. Staff also use dual language books and reflect children's home languages positively in print around the nursery. The nursery has adequate arrangements in place to work with children who have additional needs. For example, the special educational needs coordinator in the nursery liaises with the other early years providers who also provide care to children to discuss their progress and achievements. This helps to promote a cohesive approach to their learning and development.

There are a lot of opportunities for children to engage in physical play. Older children play running games, climb and enjoy using scooters in the garden, operating these with control. Younger children also benefit from regular outdoor play and have space and resources in their group room to encourage their developing mobility. There are some strengths in the opportunities staff provide children with to explore their creativity. For example, they enjoy role play games where they pretend to be tigers eating their dinner. In addition, the older children produce some individual and expressive artwork. Staff also introduce topics to help broaden children's knowledge, such as looking at mini-beasts. They do this through activities such as discussions, stories and songs.

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

Effective key person arrangements are in place and parents spoken to understand these well. Children react positively to staff and approach them confidently for support or attention. The welcoming and friendly interaction of staff and their effective role modelling helps children to develop good manners and to behave well. Children form positive relationships with their friends and are learning to cooperate, share and take turns. Children move safely around the nursery, for example, older children know to use the handrail when going up and down stairs. This helps develop their awareness of how to keep themselves safe.

The nursery environment is clean. Children learn about the importance of good personal self-care. Staff follow appropriate hygiene practices when serving food. They provide food which is nutritious and which children enjoy and several children ask for, and receive,

second helping. There are drinks set out for children to select independently when playing. However, staff do not fully support children to learn the social aspects of dining as they dish children's meals up in the kitchen. This means that children are not able to serve themselves or choose what they want. In addition, they do not set out water until children have eaten dinner and do not routinely provide knives to help children to learn how to operate a full set of cutlery. Children chat happily to their friends during meals. Children in high chairs receive a lot of attention while they are being fed but staff do not always sit down with older children to share the experience with them.

Staff risk assess the indoor and outdoor environments to ensure they are safe and secure for children to use. Children play with a broad range of resources both in their group rooms and outdoors. These are attractively presented and successfully engage children's interest. Most items are stored at a low level for children to select independently. Children confidently move items around to extend their knowledge, understanding and physical skills. For example, younger children concentrate hard as they work hard to put coats on teddies. Older children find interesting uses for items such as fishing nets, helping them to develop their coordination as they scoop up toys.

There are appropriate arrangements to support children who are approaching school age. Staff work with parents to prepare children emotionally for their move to school and liaise with teachers to share any relevant information.

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

This inspection was brought forward following concerns raised about the ratios of staff to children in the nursery, risk assessments and the safety of the premises and food and drink. At the time of the inspection ratios were being met and the grouping of children was appropriate to meet their individual needs. However, scrutiny of the attendance registers found that on one or two occasions the nursery has accepted one more child that is permitted. This is a breach of the requirements as set out in the Statutory framework for the Early Years Foundation Stage. Concerns were also raised about the snacks and meals given to children. It was found that children enjoy a range of healthy meals. For example, children were enjoying a pasta meal during the inspection. However, this food did not reflect those advertised in the menus provided for parents, so information provided for parents is not always accurate. However, staff tell parents what their children have eaten when they come to collect their children. Staff have effective procedures in place to ensure that children's individual dietary requirements are understood and respected at all times. Nonetheless, overall interaction between staff and parents is positive. Children benefit from observing the friendly greeting their parents receive and this helps them to feel secure and settled in the nursery.

The manager and deputy work effectively together and have a clear understanding of their responsibility to promote children's learning and development. They review each key person's progress records to monitor the rate at which children are progressing and to identify any gaps. They have successfully addressed all actions and recommendations set

at their last inspection and continue to self-evaluate to identify further areas for improvement. There is a strong culture of teamwork and professional development within the nursery. The manager holds regular team meetings and also has individual supervisions and appraisals with all staff. This helps to promote consistency and to identify training needs. Staff effectively work in partnership with other professionals in order to meet children's individual needs.

Robust arrangements are in place to promote children's safety. Recruitment procedures include thorough vetting of staff suitability. The manager takes the lead in child protection within the nursery. She and the staff team demonstrate a thorough understanding of the procedures to follow should concerns arise about the welfare of any child. In addition, there are clear processes for responding to allegations against staff members. Staff undertake risk assessments and daily health and safety checks. They identify any maintenance work and take prompt action to address this. For example, repairs have recently been made to the fencing following damaged caused by recent high winds. Although patches of the garden are slightly overgrown, it is kept clear of brambles and thorns so that children can play safely.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	971452
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	18
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Bambinos Day Nursery Ltd
<b>Date of previous inspection</b>	10/05/2013
<b>Telephone number</b>	020 840 71068

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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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