

Bambino Day Nursery

Old Brands Lodge, Kingshill Road, Terriers, High Wycombe, Buckinghamshire, HP13 5BB

Inspection date	29/05/2014
Previous inspection date	06/06/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The educational programme is stimulating and supports children to make good progress in their learning, in preparation for school.
- Children feel safe and secure because the staff have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements.
- The staff place a strong emphasis on establishing effective partnerships with parents and others, in order to successfully meet the children's individual needs.
- The setting is well led and managed. Effective self-evaluation means that the staff continually extend the good service for children and their families.

It is not yet outstanding because

- Although children make good progress in their communication, language and literacy, the staff do not fully extend this during story times, for example by making use of puppets and other props.
- While children enjoy exciting outdoor play experiences, there is scope to make better use of existing resources, to further enhance and challenge children's ideas and imagination.

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 in all play rooms and the garden areas.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, contracts, policies, procedures and the nursery's self-evaluation.

Inspector

Kim Mundy

Full report

Information about the setting

Bambino Day Nursery - Terriers registered in 1997. The nursery is registered on the Early Years Register and it is one of five nurseries owned by Bambino Day Nursery Limited. The nursery operates from a privately-owned, detached property on the outskirts of High Wycombe in Buckinghamshire. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. All children share access to a secure, enclosed outdoor play area. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. There are 131 children on roll in the early years age range. Children attend for a variety of sessions. Systems are in place to support children with special educational needs and/or disabilities, and children who are learning to speak English as an additional language. The nursery employs 24 staff and of these, 20 staff hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- extend the range of materials and resources outdoors so children can find new ways to represent and develop their ideas
- review the arrangements for story time so children can see the pictures more easily; make better use of puppets and props to enhance their language skills.

Inspection judgements

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

Children receive a good standard of care and education because staff have a good knowledge of the early learning goals and implement these successfully for the children. Effective systems are in place to plan well-balanced educational programmes and to monitor and assess the children's progress. Staff support learning very well through the continuous play provision and purposeful interactions with all the children. Through staff's accurate observational assessment, a clear picture emerges of each child's development and interests. These form the basis of the next round of planning for children's individual learning needs. During all activities, the staff demonstrate good teaching techniques such as modelling language and using open questioning. They allow children time to think, and respond and value what the children say. The nursery provides an inclusive environment for all children and this in turn enables them to grow in confidence and self-esteem. Boys and girls alike achieve consistently well because staff plan for their individual learning while taking their interests into account. Parents are involved with their children's learning, for example as they note their comments on their child's learning journal.

Children are accustomed to making their own decisions as they make choices from the very good range of toys and resources. Staff place emphasis on young children's emotional well-being and from the very start of their placement, they find out all they can in order to follow babies' and toddlers' individual routines. From baby to pre-school room, children are very busy and curious learners. The staff create a welcoming and homely environment for babies and young children. Children spend time exploring through using their senses. Staff provide treasure baskets for them to explore, containing fabrics, pine cones and sponges, for example. They have fun exploring by filling and emptying containers in the water play, scooping up beans and pasta into funnels, and making marks with their fingers in paint.

Children show a keen interest in literacy activities as they look at books in the cosy book areas. They make up stories to tell their friends and enjoy listening to stories. However, staff do not always plan story time to make the best use of puppets and props, to ignite the children's interest further and enhance their language skills. In addition, when staff read to children, children are not always able to see the pictures in the books. Children learn to recognise their name on their coat peg and drawer. At circle time, the children in pre-school room find their name card and place it on the registration tree. Before they leave for school, several children are able to write their name, draw and paint delightful pictures of themselves. Staff plan many opportunities for children to use their fingers to make marks, for instance, in sand, shaving foam, gloop and paint, which helps them to develop their early writing skills. Children use their imaginations and design their own creations as they paint and stick, and use recycling materials to make models. Staff realise the importance of having role-play areas to give children opportunities to act out their life experiences and use their imaginations.

Staff enrich the educational programme by providing children with good opportunities to plant vegetables and observe the fruits growing in the orchard. When children pick the vegetables, the cook prepares them for their lunch, so they are involved in the whole process of planting to eating foods. The surrounding hedgerows provide good opportunities for staff to encourage children to observe and talk about insects. These activities help children to learn and take care of living things. Staff are currently developing a mud kitchen for children's further exploration. However, they do not always make best use of existing resources to extend children's own thoughts and ideas, for example by making use of fabrics, binoculars and magnifying glasses.

Staff plan a good range of mathematical activities to teach children colour, number, size, shape and measurement. Toddlers sort objects by colour and number, and babies post shapes and stack cups. In the water play, more able children explore floating, sinking, volume and capacity. Children learn to count confidently and staff make good use of everyday routines to support this area of learning. Staff teach children to use technology and find out how things work. Babies and younger children explore programmable toys, which involve pressing buttons and pulling levers to make things happen. More able children control the mouse to complete educational programs on the computer, explore colours on the light box and programme toys to move in different directions. Staff plan and provide very positive learning experiences in this safe, secure and caring nursery.

Therefore, children acquire the skills they need for their future learning and education.

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

Each child has a key person who is responsible for overseeing their care, welfare and learning needs. Parents share information about their child's activities and routines to help staff to provide continuity in their care and learning. Children settle gradually and they are encouraged to bring their comforters from home for reassurance. Children are very well-behaved because staff consistently and kindly apply boundaries. During their time at nursery, children develop friendships and learn how to take turns and positively interact with each other. They are very proud to be the helper as they set the tables for lunch. Staff focus on helping children to develop good independence skills by wiping their hands, pouring their drinks, putting on their coats and by making choices about what they want to play with. This promotes their personal, social and emotional development successfully.

Children learn to eat healthily; for example at snack time, they enjoy different fruits, vegetables and rice crackers. Staff provide fresh water throughout the day to quench the children's thirst. The qualified cook prepares nutritious meals and follows good food hygiene routines and guidelines. Furthermore, children enjoy participating in cooking activities as they weigh and mix the ingredients. Children's special dietary requirements or medical needs are catered for, to ensure their welfare needs are fully met. Consistent routines, such as washing hands and encouraging children to use tissues, reduce the risk of cross-infection. Staff follow good hygiene routines when changing nappies; they wear protective clothing such as gloves and aprons. Children develop a good understanding of how to stay safe as they practise the fire drill and staff teach them to use tools, such as scissors, safely. Children enjoy fresh air and exercise and staff allow children to explore and take small risks as they develop small muscle skills when climbing, crawling, sliding and balancing on apparatus.

There is a very good range of nursery furniture, toys and resources to meet the varying needs of the children attending. Children have time to relax as they listen to soft music at rest times. When the weather permits, babies sleep outdoors and younger children have individual rest beds and bed linen. Staff constantly observe them while they sleep, to make sure they remain safe. There is a variety of seating to ensure that babies, toddlers and older children sit comfortably to eat and play. Staff contribute very effectively to the children's well-being.

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

Leadership and management are good. The manager has a thorough understanding of her responsibilities in meeting the safeguarding and welfare requirements. All staff have a good understanding of safeguarding and follow correct procedures should the need arise. The nursery has effective systems in place to keep children safe and secure. Staff complete effective risk assessments for all areas of the premises and for individual

children as necessary. Several staff complete first-aid training to be able to administer care effectively in the event of an accident. When children start at the nursery, their parents complete registration forms, which give consent for their child's photographs to appear on the nursery's brochure and website. All of the necessary paperwork is well maintained and stored confidentially. The nursery's recruitment procedures are rigorous, which results in the employment of professional, caring and knowledgeable staff. Therefore, staff safeguard the children well.

The manager monitors the effective delivery of the educational programmes, which leads to children making good progress given their starting points. Effective tracking of children's progress means that staff quickly identify gaps in their learning. Staff discuss any gaps with the manager and they put an action plan in place to support children's further progress. Good procedures are in place for the progress check for children at age two years. Parents receive a copy of the report to share with their child's health visitor.

Children with special educational needs and/or disabilities and children learning to speak English as an additional language have good opportunities to make equal progress in their learning and development, given their starting points. Staff establish close working relationships with other professionals, such as speech therapists, to meet the ongoing needs of children. As children prepare to go to school, their new teachers visit them in nursery in order to get to know them. To further prepare children for moving on to school, staff tell stories about starting school and children explore school uniforms and photographs of their future school environments.

The motivated manager and staff have a very accurate view of the nursery. As part of the nursery's self-evaluation process, the manager and room leaders observe one another's practice. This means that they continually enhance their work with the children. The enthusiastic staff are very reflective in their practice. They are keen to develop their skills through training opportunities, staff appraisals and meetings. The parents' and children's views are valued and staff put their suggestions into place wherever possible.

Partnership with parents and carers is a particular strength at the nursery. Staff keep parents well informed about their child's activities through daily discussions and diaries, newsletters, notice boards, parent evenings and learning journals. Parents are encouraged to share their professional knowledge and skills with the children, to benefit their learning. For example, children explore the water hoses on the fire engine and learn to take care of their teeth. All of the parents spoken to at the inspection were very complimentary about all aspects of the nursery. They particularly praise the welcoming atmosphere, the friendly and approachable staff, and fun activities their children enjoy. They are pleased that staff place an equal emphasis on their children's well-being, as well as their learning. All children are highly engaged in activities, and kind and caring staff meet their individual needs effectively.

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

Unique reference number	116762
Local authority	Buckinghamshire
Inspection number	971901
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	101
Number of children on roll	131
Name of provider	Bambino Day Nurseries Limited
Date of previous inspection	06/06/2011
Telephone number	01494 443444

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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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