

Bambini Childcare LTD

St. Francis Catholic School, Rye Piece Ringway, Bedworth, Warwickshire, CV12 8JN

Inspection date	08/07/2014
Previous inspection date	23/11/2010

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

- Staff have a good understanding of safeguarding. They have robust policies and procedures in place, and translate these effectively into practice to keep children safe.
- Staff are highly committed to ensuring that children receive the best experiences. They have put in place effective systems to ensure a quality service, so that children make good progress.
- Planning ensures that activities are tailored around individual children's needs and interests, and purposeful teaching extends their learning through meaningful play, discussion and group activities.
- Parents are involved in their children's learning and are kept well informed of their ongoing achievements. This consistent approach makes a strong contribution to children's care, learning and development.

It is not yet outstanding because

- Opportunities for children to see a variety of print in their environment and increase their understanding that print carries meaning have not been fully explored.
- There is scope to build on the existing opportunities children have to develop their early mathematics skills in the outdoor environment.

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 observed children's activities in the main playroom and the outdoor area.
- The inspector talked to parents, staff and children and held regular discussions with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at samples of children's assessment records, planning documentation, the nursery's self-evaluation and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children.

Inspector

Trisha Turney

Full report

Information about the setting

Bambini Childcare Limited re-registered at their current premises in 2006, and is run by a voluntary management committee, and operates from facilities within St Francis Catholic Primary School in Bedworth, Warwickshire. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It provides pre-school, before and after school, and holiday care for children. All children have access to an enclosed outdoor play area. There are currently 84 children on roll, of whom all are within the early years age group. The setting also provides care for children aged five to 11 years and receives funding for early years education, and children attend for a variety of the sessions available. The setting is open Monday to Friday from 8am to 6pm for 51 weeks a year and has procedures in place to support children with special educational needs and/or disabilities, and for children who speak English as an additional language. The setting employs 14 permanent members of childcare staff. Of these, two are qualified to degree level, eight hold level 3 qualification and two hold level 2. The setting 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:

- develop children's interest in print in the environment, for example, by increasing the use of names and labels in the setting

- extend opportunities for children to develop their early mathematics skills in the outdoor environment, for example, by introducing number lines.

Inspection judgements

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

Children thrive in this busy, happy setting. Caring and enthusiastic staff use good teaching techniques. These have a positive impact on children's learning and development, so that all children make good progress. Children clearly enjoy learning through play. Staff have a good understanding of the seven areas of learning and plan a balanced curriculum based on children's interests in the setting and at home. For example, when a child returns from a holiday with a keen interest in boats, staff plan activities using a variety of boats to prompt discussion, and sorting and matching skills. Key-person groups allow staff to form close bonds with their key children and ensure that their individual learning needs are well targeted. A broad range of interesting and stimulating activities motivate and challenge their abilities, which means they are eager to engage and learn. A good mix of adult-led and child-initiated experiences means that children are well supported to develop their own play. Staff at the setting are skilled teachers and use effective strategies to support

the children as they learn. They ask children questions, which encourage them to think and solve problems. They play alongside the children, making appropriate suggestions to extend and guide learning. In addition, staff effectively stand back and allow children to explore and develop their own play. As a result, children become independent learners who develop a good range of skills in preparation for their future learning.

Children have good opportunities to learn about sounds and rhymes through singing songs together. They join in enthusiastically with favourite songs and actions, laughing as staff encourage them to sing louder and imitate the animals in the song. Children listen carefully as staff read stories, skilfully bringing the characters to life. Children are engaged throughout and eagerly join in with repeating parts they know when they listen to familiar stories. As a result, they develop their love of stories and books. However, children have less opportunity to fully develop an interest in print in their environment and understand that words carry meaning, as the displaying of names and labels in the setting has not been fully implemented. Staff place emphasis on care of the environment, and children respond well. They enjoy taking on small tasks, happily tidying toys away at the end of a session. Staff are effectively deployed and support children who choose to play both indoors and outside. Staff encourage children to look after a variety of plants and fruit in the outdoor environment. Children delight as they develop their physical skills by taking turns to fill and pour from watering cans and jugs. Children's thinking is challenged when they are asked to consider why the plants need the water. Children confidently answer 'because they're thirsty' and 'to help them grow'. As a result, children develop their understanding, and their communication and language skills. Children's mathematical skills are supported well. They begin to understand about numbers as they play fishing games with numbered fish. However, there are fewer opportunities for children to engage in mathematical activities outdoors, such as playing and arranging numbers in order.

Staff record children's achievements frequently, often through photographs, using informative learning journals that are readily available to parents. Staff understand their role in ensuring that every child's learning and care is tailored to meet their individual needs, and to seek to engage and support parents in guiding their child's development at home. For example, children have 'home development books', to enable parents to share achievements and interests at home. Parents contribute to their children's starting points by completing information about their interests. A 'wow' board displays children's proud achievements away from the setting. Parents feel very welcome in the setting and praise the staff for being 'fantastic' and 'full of energy'. Key persons regularly discuss children's progress with their parents. As a result, there is a strong partnership with parents, which makes an effective contribution to meeting children's needs.

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

Staff interact warmly with children and develop positive relationships with them. This means children are happy and settle quickly, showing they feel safe and secure in the setting. Staff provide a stimulating, well-resourced and welcoming environment, both indoors and outdoors, which supports children's all-round development and emotional well-being. There is a key-person system, which works extremely well in supporting children's social and emotional well-being. The flexible induction procedures ensure

children settle well. These allow parents to stay with their child for as many sessions as they need to ensure they feel comfortable and confident in the setting. Parents complete an entry profile providing details of their child's level of development and likes and dislikes. Children benefit from this because their needs have been identified through the process and subsequently catered for during their initial sessions.

The secure, well-organised indoor and outdoor environments are laid out so that children can help themselves to resources and equipment. Children confidently explore the environment, making choices about what and where they want to play. Staff place a high priority on the safety of the children and supervise them closely, for example, as they move between the environments. Staff follow effective procedures to promote the good health and well-being of children. Staff carry out thorough risk assessments of the environment, effectively manage daily checks both indoors and outside, and promote children's safety well. All members of staff hold a valid first-aid certificate. Staff make sure children have lots of opportunities to access fresh air and engage in physical play during activities in the outdoor environment. Children build and balance using crates, and show increasing control and coordination as they play obstacle games with staff. This supports children with adopting a healthy lifestyle and in developing and extending their physical skills. Additionally it helps children learn how to assess and manage risks in their play. Children are building a further understanding of risk, through the opportunity to take part in regular emergency evacuations of the building.

Behaviour management strategies are effective, and consistently applied in order to ensure that children know right from wrong. The setting use a 'good five' system of positive rules to encourage the children. For example, staff explain children need to use 'kind hands' to support the children as they learn how to behave. Furthermore, staff constantly praise the children's efforts, which helps them to build confidence and develop self-esteem. A positive behaviour chart and reward system further support good behaviour. Consequently, children develop a good understanding of expectations, consequences and they behave well. A strong emphasis is put on children's independence and self-care skills. They are encouraged to find their own sun hats in their trays and put these on before outside play, use the bathroom independently and wash their hands before snack. They pour their own drinks and make decisions about which snack they would like. As a result, children learn to make independent choices and decisions, and are competent at managing their personal needs, relative to their age. Staff provide a good level of support to prepare children for their transition to school. They talk to children, use books, and invite the reception teachers from the local schools to visit the children in the setting. This means children are becoming emotionally prepared for the next steps in their learning. Staff write a summary report for children leaving the setting so information about their care, learning and development is shared with the next setting to aid the settling-in process.

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

The dedicated manager of the setting leads and manages her team well to provide a quality childcare provision for all. Staff have developed a clear understanding of their

responsibilities in meeting the learning and development requirements, and strive to provide all children with an effective and enjoyable learning experience. Staff are listened to, involved in decision making and supported well in their professional development. There are good opportunities for them to attend training, which benefits practice with the children in the early years age group. 'Time to Talk' training has been completed by some staff and the strategies have been implemented throughout the setting, to emphasise the importance of communication with children. Various activities, such as 'Chatter Matters' week and information via a display board dedicated to speech and language, impart information to parents detailing how they can support their child's language acquisition at home. Improvement plans are constantly reviewed and revised as the setting's targets are implemented and new ones take priority. Current areas for improvement include developing the outdoor environment and opening a new room dedicated to children aged between two and three years.

The manager has a clear understanding of her responsibilities under the safeguarding and welfare requirements of the Early Years Foundation Stage. This means that children's welfare is well supported within the setting. Robust policies and procedures, including those for the recruitment of staff have been implemented, which help to keep the children safe. Regular staff supervision and appraisal procedures are used to help monitor the continued suitability of staff. The staff's good working practice helps to ensure that policies are implemented effectively to support the running of the setting. Furthermore, all staff are subject to the Disclosure and Barring Service checks prior to employment and have attended training to develop their understanding of how to keep children safe from harm.

There are good systems in place to monitor the educational programmes and development that children make. For example, the manager uses staff observations to monitor the quality of the provision. Children's progress is monitored through summative assessments. Consequently, any gaps in learning are quickly identified so that appropriate interventions are sought and gaps are closing. The needs of individual children are known and respected by staff. This means that children have access to a wide variety of experiences incorporating the seven areas of learning, which are tailored to their interests and developmental needs. The staff team meets weekly to share planning and discuss how best to meet children's emerging needs across all areas of their development. These procedures help children to make good progress. Good partnership working exists with other professionals. For example, key-persons visit local health visitors and work together to complete progress checks for children aged between two and three years to gain a more rounded view of children's development at this time. Practices such as this provide a strong contribution to meeting children's individual needs. The setting has strong links with other providers including the onsite school teacher, who visits as part of the transition process, before children start school. The children transferring to the school have the opportunity to attend several sessions within the reception class, to get to know the new environment and staff. This supports a consistent approach to children's learning and prepares them for their future move to school.

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	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	EY336895
Local authority	Warwickshire
Inspection number	862706
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	84
Name of provider	Bambini Childcare Ltd
Date of previous inspection	23/11/2010
Telephone number	02476 316104

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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
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