

# Bambino Day Nursery Haddenham

Haddenham County First School, Woodways, Haddenham, Aylesbury, Buckinghamshire, HP17 8DS

<b>Inspection date</b>	26/11/2014
Previous inspection date	27/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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 sociable, happy and relaxed. They are confident and curious, making good use of all the attractive resources available to them.
- Staff know the children well and plan effectively to provide children with a challenging range of activities based upon their changing interests. As a result, children are enthusiastic learners and make good progress.
- Safeguarding has a high priority within the nursery. As a result, their robust procedures ensure children are safe and well cared for.
- Very good care is taken to provide a healthy environment, where children enjoy high quality food, daily fresh air and good opportunities for physical activity.

### It is not yet outstanding because

- Staff working with the youngest children do not always fully support their understanding of events by describing the actions taking place.

## 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 took into account the views of parents and carers spoken to on the day and information included in children's assessment records and learning journals.
- The inspector held meetings with the manager and spoke to staff and children during the course of the inspection.
- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector toured the premises and conducted a joint observation with the manager.
- The inspector checked a range of documentation including evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation form and quality improvement plans.

## Inspector

Kim Andrews

## Full report

### Information about the setting

Bambino Day Nursery Haddenham registered in 2002. The nursery is registered on the Early Years Register and is one of five nurseries owned by Bambino Day Nurseries Ltd. It operates from premises in the grounds of Haddenham Infant School, Haddenham, Buckinghamshire. There are currently 55 children on roll. The nursery receives funding to provide free early education to children aged three and four years. Children attend for both full and part-time places. The nursery supports children who speak English as an additional language and can support children who have special educational needs and/or disabilities. There is wheelchair access for adults and children. The nursery opens for 51 weeks of the year from 8.00am until 6.00pm. There are 11 members of staff who work directly with the children. The manager holds an early years degree and six staff hold appropriate early years qualifications. There is also a cook.

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

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

- provide more support for babies to develop their understanding of the world by using words more consistently to link with actions in their play and care routines.

### Inspection judgements

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

Children enjoy a broad range of interesting and challenging learning experiences, which promote good progress. Staff demonstrate skill in observing and evaluating children's learning. Each child has a comprehensive learning journal that contains written observations, examples of their work and photographs. Staff share formal assessments of children's development with parents, including the progress checks for two-year-olds. Staff are observant and keep notes about children's interests and preferences. They use this knowledge to plan appropriate experiences. This attention to planning promotes each child's learning and development. As a result, children make good progress towards the early learning goals

The book corners in each room attract children and they can look at books by themselves or with others. The older children enjoy listening to stories. They join in and become excited as they recall what is going to happen next. Staff build on children's interest to extend their learning well. For example, during the inspection, they gave children the opportunity to use art and craft materials to make pictures from the story. Staff also encouraged children's vocabulary by adding describing words such as 'shiny' and 'crunchy' as they spoke about the pictures. Staff interact with older children and show a genuine interest in what they are saying, asking questions and listening to their responses. They

also request keywords from parents for children who are learning English as an additional language. This helps with communication and allows children to use and hear their home languages in the nursery environment. Babies and young children have ample opportunities to explore and investigate as staff ensure there is free floor space for them to crawl and toddle. Staff in the baby room promote language well overall but are slightly inconsistent when reinforcing children's understanding by linking words to actions as they play. This means that children do not always receive full support to think and make connections.

Staff provide children with good opportunities to develop their mathematical knowledge throughout the nursery. For instance, children regularly sing counting songs and rhymes that help simple addition and subtraction skills. During an activity at the sand tray, staff talked to children about the size and shape of the containers they were using, helping them to think about capacity. Children also benefit from opportunities to learn about weighing and measuring whilst cooking.

Children can freely access outdoor play, which ensures they have plenty of physical exercise. The extensive outdoor area is very well organised to allow for different play choices. For example, there are books and a 'rummage box' available, as well as climbing and construction. Children also enjoy the large sandpit where they explore and build with toy diggers, crates and tools. Elsewhere, children investigate how fast their toy cars can roll down drainpipes, and water trays contain a range of toys that can float or sink. Children plant and harvest vegetables, including carrots, potatoes, onions and courgettes, which the cook uses in their meals. Children learn about the growing sequence of plants with pictures that inform them how sunshine and water help the seeds to grow. There is good consideration for children's individual learning styles in this stimulating environment.

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

There are effective key person arrangements throughout the nursery. For example, key persons work closely with parents to gather information about babies' sleeping and eating routines from home, so that they can mirror these in the nursery. As a result, babies soon form strong attachments to their key person and other staff. Adults know how to comfort or distract children if they are distressed. Settling-in procedures are well established and help children separate from their parents and become confident in their new environment. As a result, children are emotionally secure and confident to face their next stage of learning. Parents value the trusting relationships they maintain with staff. Staff place a high priority on sharing information with parents and carers on arrival and collection. They use friendly discussions and daily diaries effectively to keep parents informed about their child's day. Good planning ensures that children's moves within the nursery to the next room are as smooth as possible.

The nursery offers a stimulating and well-resourced environment throughout. Resources are well organised to offer children freedom of choice. For example, low-level storage enables children to choose the resources they wish to use. Each room contains a good range of age-appropriate furniture and equipment to ensure that children can play in

comfort and safety. The decoration of each room is inviting, with attractive displays of children's artwork. Staff deployment is effective across the nursery and staff act as good role models. They praise children for being polite and helpful. All staff consistently apply agreed strategies and provide children with clear guidance about what is acceptable behaviour. As a result, children play well together. They learn to share, take turns and take account of the views and feelings of others.

Children have extensive opportunities to play in the fresh air where they benefit from a wealth of outdoor learning experiences. As a result, children become confident in their physical skills and abilities. They begin to become independent as they receive encouragement to do things for themselves. For example, younger children choose when and what they want for snack and older children pour their own drinks and serve their own meals. Children learn to put on their coats and shoes for outdoor play, and put on their own aprons for water and art activities. This helps develop their confidence and build their self-esteem so they have the skills and attitudes that will help them in the next stage in their learning, including school.

Children clearly feel safe as they move around the nursery confidently. Children receive reminders to be careful and simple explanations appropriate to their levels of understanding. For example, staff encourage them to consider what might happen if they run when they play indoors. Staff help children learn about the importance of washing hands before eating, and after coming in from the garden. This helps them to learn about good hygiene practices. Staff use mealtimes as a good opportunity for children to develop independence and learn about the importance of a healthy diet.

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

The manager has a good knowledge of the Early Years Foundation Stage. She understands her responsibilities in meeting both the welfare requirements and the learning and development requirements. There are robust vetting procedures to help ensure staff are suitable to work with children. In addition, staff implement policies and procedures, complete risk assessments and carry out fire evacuation procedures to further help protect children. The manager is enthusiastic and committed to continually improving the learning experiences for all children. She provides good guidance for staff and sets high standards for the quality of the provision. There are effective systems for monitoring the quality of teaching and learning across the nursery. Key persons ensure that learning journals are up to date and that they have identified appropriate next steps for each child, which feed into the planning cycle. As a result, all children are making good progress towards the early learning goals, given their starting points.

The manager regularly reflects on the practice and environment, and sets targets for improvement. She strives to ensure that the nursery is continuously improving. For example, the manager organises peer observations where staff reflect on each other's activities. Staff have opportunities to meet up regularly and to evaluate and share ideas. Therefore, they are sharing good practice and utilising the skills and expertise of their

colleagues effectively. Parents and children's views and ideas also support continuous improvement to the environment and the provision.

Partnerships with parents are strong and they comment about how happy and settled their children are in the nursery. They value the informative parents' evenings and the friendly and welcoming staff. Staff complete training to identify gaps in children's development and know how to support children's additional needs when necessary. This includes working with other professionals to help children reach their full potential. For example, the nursery has strong partnership arrangements with other nurseries in the group and there is an effective relationship with the local school.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY244472
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	832944
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 6
<b>Total number of places</b>	46
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Bambino Day Nurseries Limited
<b>Date of previous inspection</b>	27/11/2009
<b>Telephone number</b>	01844 292678

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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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