

Warrington Road Bambini Day Care Centre

Naylor Road, Widnes, Cheshire, WA8 0BS



Inspection date	30 November 2015
Previous inspection date	16 September 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The management team does not monitor staff performance or support staff in developing their skills. As a result, the quality of teaching is weak.
- The management team has failed to identify gaps in children's learning. Pre-school children do not develop their skills in counting, understanding and using numbers, solving problems and exploring shapes, spaces and measures. Consequently, children are not making sufficient progress in their mathematical development.
- The system used for observing children and tracking their progress is ineffective. Therefore staff, especially supply staff, do not have an accurate picture of what children can do and their next steps in learning. Furthermore, emerging concerns in children's development are not identified in a timely manner.
- Although children are assigned a key person to support their individual needs, staff spend too little time with their key children. Therefore, some children are unable to build a relationship with a familiar adult. This also affects their transitions within the nursery and their move on to school.
- Partnership working with other settings that children attend is not developed to ensure continuity in children's learning.

It has the following strengths

- Children are safeguarded because staff have a good understanding of child protection procedures.
- Children are provided with wholesome meals and snacks, which helps them to make healthy choices.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ implement effective procedures for ongoing assessment in order to identify children’s level of achievement; use this information to track children’s progress across all areas of learning and where emerging concerns are identified, take prompt action to support children’s individual learning needs 	21/12/2015
<ul style="list-style-type: none"> ■ strengthen the key-person system so that children are consistently cared for by a familiar adult who is able to meet their individual needs, offer a settled relationship for the children and to emotionally support them for their transitions within the nursery and on to school 	21/12/2015
<ul style="list-style-type: none"> ■ implement effective systems to make sure that observations of what children can do and understand are readily available for all staff, especially supply staff, caring for children to help them understand children’s individual levels of achievement, interests and their next steps in learning 	21/12/2015
<ul style="list-style-type: none"> ■ ensure that children’s learning opportunities involve activities and experiences to help them learn and develop their skills in using numbers, counting, solving simple problems and to understand about shapes, spaces and measures 	21/12/2015
<ul style="list-style-type: none"> ■ ensure that children make good progress in their learning and development by improving staff’s teaching skills, for example by allowing them to access relevant training, and put in place appropriate arrangements for the supervision of staff to improve their personal effectiveness 	21/12/2015
<ul style="list-style-type: none"> ■ ensure effective partnership working is fostered to enable a two-way flow of information between staff and other settings that children attend, such as the nursery school, to promote continuity in children’s learning and development. 	21/12/2015

Inspection activities

- The inspector observed the staff's interaction with children throughout the inspection.
- The inspector looked at children's assessment records and planning documents.
- The inspector spoke to the manager, deputy manager and staff about children's progress and development.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents and took their views into account.
- The inspector checked evidence of the suitability of staff working with the children.

Inspector

Patricia Graham

Inspection findings

Effectiveness of the leadership and management is inadequate

The managers have a poor understanding of how children learn and develop. They do not monitor staff practice or the educational programmes. As a result, the managers have failed to identify significant weaknesses in observations, assessments and planning, which has a detrimental impact on children's progress across all areas of learning. Although staff are keen to improve their practice, the managers have not supported them in developing the skills they need to help all children in their learning and development. For example, managers have not allowed staff to attend training events offered by the local authority to help staff improve the quality of their teaching. Staff have attended some mandatory training, such as safeguarding and first aid, which ensures children's safety and well-being. Staff also have a good awareness of safeguarding procedures. They are aware of action to take if they have any concerns about a child or their family and any concerns are addressed promptly and in line with the Local Safeguarding Children Board procedures. Therefore, safeguarding is effective. Partnerships with parents are positive and parents are complimentary about the care provided for their children. However, staff do not always work in partnership with other settings that children attend, such as the nursery school. Staff do not find out what children are learning at school; this means they are unable to complement children's learning, which further hinders their progress.

Quality of teaching, learning and assessment is inadequate

Children do not make sufficient progress in their learning and development. Supply staff do not have information on babies' individual learning needs. As a result, they are not aware of babies' next steps in learning and so do not plan purposeful activities, which hinder their progress. Although children engage well in activities such as role play and painting, which enable them to develop their creativity, they do not acquire the skills and capacity to develop their mathematical skills. The managers have not identified this weakness, and as a consequence, this affects children's readiness for school. Staff undertake some observations of children but do not use them well enough to help children in their learning and development. These are further hindered because the quality of teaching is weak and the systems used for tracking children's progress are poor. For example, some children have declined significantly in their learning and development, and these concerns have not been identified. Consequently, children are not making the progress they should, which has a significant impact on their learning and development.

Personal development, behaviour and welfare are inadequate

The deployment of staff does not support children's emotional well-being. Some staff are required to work in different rooms on different days, which means that children cannot form secure attachments with their key person. Arrangements to support children when their key person is not present are weak, which also affects children's learning and development. Although some transitions between rooms are managed very well, this does not always happen due to lack of communication between staff. As a result, new key persons are not always aware of a child's capabilities, needs and interests. Children behave well and show respect for others; staff gently remind them to take turns, and sensitively handle minor disputes. Consequently, children are learning appropriate

behaviour. Children's good health is promoted because the toys and resources are clean and well maintained. Staff help children understand the importance of personal hygiene. For example, staff encourage babies to clean their teeth by singing the 'brush teeth song', which works well in practice because babies become familiar with the use of toothbrushes. This song is also shared with parents, which further promotes babies' good health and self-care.

Outcomes for children are inadequate

The quality of teaching, learning and assessment is inadequate. Staff are unable to identify emerging concerns in children's development and there are significant gaps in the educational programmes. As a result, children are not sufficiently prepared for their move on to school.

Setting details

Unique reference number	EY435549
Local authority	Halton
Inspection number	1032940
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	52
Number of children on roll	98
Name of provider	Halton Borough Council
Date of previous inspection	16 September 2013
Telephone number	01514220049

Warrington Road Bambini Day Care Centre has been registered since 2012. It is registered 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 centre operates each weekday from 8am to 6pm for 50 weeks of the year. There are 20 staff, including the manager, who work directly with the children, all of whom hold relevant childcare qualifications. The manager holds Early Years Professional Status. The centre provides funded early education for two-, three- and four-year-old children.

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