

## Inspection date

31 January 2017

Previous inspection date

8 July 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not consistently plan and provide interesting, exciting and suitably challenging activities that motivate children to learn and meet their individual learning needs well.
- Staff are not fully supported to gain all of the knowledge and skills required to help promote children's good progress.
- Staff do not ensure children who have special educational needs and disabilities benefit from the targeted support they need at the earliest opportunity.
- Staff do not consistently share information about children's learning with parents in enough detail to promote good continuity between the setting and home.
- Managers do not make the best use of self-evaluation and monitoring processes to swiftly address any weaknesses in teaching and improve the outcomes for all children.

### It has the following strengths

- Children's health and safety are effectively promoted. Managers understand their responsibility to safeguard children. A range of documents, policies and procedures is implemented well to support practice.
- The nursery is often overstaffed so children are well supervised. The environment is well organised, clean and secure. Staff carry out thorough daily safety checks to ensure the premises, toys and equipment are suitable for use. This helps to keep children safe.
- Children have opportunities to learn about the wider world. Staff find out about children's backgrounds, languages and cultures. These are celebrated and valued. Staff support children to learn acceptance, tolerance and respect.
- Staff are welcoming and the environment is bright and well resourced, indoors and outside. Children enjoy attending. They are confident to play and explore.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ enhance the planning and consistently provide children with interesting, exciting and suitably challenging activities that motivate them to learn and meet their individual learning needs</li> </ul>	03/04/2017
<ul style="list-style-type: none"> <li>■ ensure staff are fully supported to gain all of the knowledge and skills required to improve teaching practice and continually provide children with good quality learning experiences that help promote their good progress.</li> </ul>	03/04/2017

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

- share information about children's learning with parents in more detail to promote better continuity between the nursery and home
- provide the targeted support children who have special educational needs and disabilities need to support their good progress at the earliest opportunity
- make better use of self-evaluation and monitoring processes to swiftly address any weaknesses in teaching and help improve outcomes for children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the nursery.
- The inspector held a meeting with the nursery management team. She looked at relevant documentation.
- The inspector discussed the nursery's self-evaluation with the management team and checked evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents and children during the inspection and took account of their views.

### Inspector

Josephine Heath

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Self-evaluation and monitoring processes are not always used well enough to maintain good teaching standards. Managers do not have the most secure overview of the quality of teaching or children's progress to continually improve the outcomes for children. Staff are supervised and have opportunities to keep some of their skills up to date, such as safeguarding and first aid. This has a positive impact on the quality of care provided. However, the arrangements for staff's professional development are not focused sharply enough on improving their teaching skills. Although staff are well qualified, children do not always benefit from good quality learning experiences that promote their good progress. The arrangements for safeguarding are effective. Managers and staff know how to identify child protection issues and respond appropriately. This helps to protect children from harm.

### Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Staff get to know children well over time. However, they do not always plan and provide stimulating, purposeful and challenging activities that meet their individual learning needs. Sometimes children struggle to choose something to do or they become easily distracted. Nevertheless, staff do promote some aspects of children's learning. Children enjoy taking part in creative and imaginative activities. Young children have opportunities to explore paint. Older children engage in pretend play using role play equipment and different materials. Staff interact with children at their level, ask simple questions and give explanations to aid children's learning. Partnerships with parents are established. However, information about children's learning is not shared in enough detail to support the best continuity between the nursery and home.

### Personal development, behaviour and welfare require improvement

Due to weaknesses in the quality of teaching and the planning of activities, children are not consistently motivated, interested or inspired to learn. Nevertheless, staff get to know children and their families well. They encourage them to share their opinions and listen to their views. Children are settled and content. Parents comment that they are happy with the service they receive. Children's physical well-being is promoted. Staff are sensitive to children's individual routines and care needs. Nutritional snacks are provided and staff talk to children about the benefits of eating well. Staff make sure children spend time in the fresh air and encourage exercise, such as moving in different ways to music.

### Outcomes for children require improvement

Children are not supported well enough to reach their full potential. Those requiring additional support do not yet benefit from the targeted support they need as early as possible. Nevertheless, children are becoming independent. They manage their own care needs when they are ready. Children listen to staff and follow instructions. They play well with others, share and take turns. Children are developing communication, language and literacy skills. They enjoy listening activities and singing rhymes or songs. They like sharing and retelling stories with their teachers. Children gain skills they need in readiness for the eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY336895
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	1083502
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	52
<b>Number of children on roll</b>	139
<b>Name of registered person</b>	Bambini Childcare Ltd
<b>Registered person unique reference number</b>	RP910253
<b>Date of previous inspection</b>	8 July 2014
<b>Telephone number</b>	02476 316104

Bambini Childcare Ltd was registered in 2006. The nursery employs 12 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The nursery operates all year around. Sessions are available Monday to Friday from 8am until 6.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

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