

# Roby Bambinos Nursery

Bambinos Day Nursery, 63a, Church Road, Roby, Liverpool L36 9TN



<b>Inspection date</b>	3 January 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager leads a long-standing, well-qualified and dedicated staff team. She strives to achieve the best possible standards for children. Self-evaluation is effective in supporting the continual improvement of the nursery.
- Staff support children's communication skills well. For instance, staff consistently model clear language and talk to children as they play. Staff repeat sounds that babies make and help to support early language development. They use effective questioning methods and give older children plenty of time to think and respond. All children become confident talkers.
- Staff provide effective support for children with special educational needs and/or disabilities (SEND). They identify gaps in children's learning and use effective interventions to help them to catch up with their peers. Staff work closely with other professionals and agencies. This helps to meet children's individual needs.
- Partnerships with parents are good. The manager and staff provide different ways for parents to be involved in children's care and learning. For example, staff share information through daily discussions and regular assessments. Parents are invited to attend stay-and-play sessions and parents' evenings. This helps to promote continuity in children's learning.
- The manager has recently implemented new systems to monitor staff even more rigorously to help them to develop their already good skills and provide high-quality education. However, this is in its infancy and not yet fully embedded in practice.

## What the setting needs to do to improve further

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

- continue to embed the new system to monitor staff and support them to develop their practice further so that they consistently deliver teaching and learning of the highest quality

### Inspection activities

- The inspector took a tour of the nursery with the manager, including the outdoor environment.
- The inspector spoke with staff and children during the inspection. She observed the quality of teaching during indoor and outdoor activities, and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager. She discussed self-evaluation processes, and looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector completed an evaluation of an activity with the manager.
- The inspector spoke to some parents during the inspection and took account of their views.

### Inspector

Daphne Carr

## Inspection findings

### Effectiveness of leadership and management is good

Staff complete regular assessments of children's learning. The manager uses this information well to monitor the progress made by individual and groups of children. The manager is developing ways to help staff to learn from each other and share best practice. Staff have recently accessed mathematics training which has had a positive impact on children's learning and development in mathematics. Differences in children's development in this area are diminishing as a result. Safeguarding is effective. The manager ensures that all staff receive training in child protection procedures. Staff know what to do should they have concerns about a child's welfare. They complete daily risk assessments to help to keep children safe. Staff identify and minimise any potential hazards, which helps children to play and explore in safety. For example, broken toys are removed promptly.

### Quality of teaching, learning and assessment is good

Staff get to know children well. They plan enjoyable activities for children that are tailored to their individual interests and target what they need to learn next. For example, babies enjoy participating in action songs. They move their bodies to the music and practise sounding out early words. Younger children relish exploring water play. They pour water into different-sized containers and learn about mathematical concepts, such as weight and volume. Older children engage well during group story sessions. Staff capture their interest in identifying and learning new words that rhyme. All children are motivated and keen to learn.

### Personal development, behaviour and welfare are good

Children arrive at the nursery eager to greet staff and their friends. They are clearly very happy and settled. Staff offer plenty of cuddles and reassurance to babies who are settling in. This helps to support their emotional well-being effectively. Staff provide children with many opportunities to develop good physical skills, such as when they enjoy fresh air during play outside. For example, they run, ride on tricycles and learn to kick their legs out as they use the swing. Children are independent learners. For example, they serve their own meals, wash their hands and enjoy helping staff with daily routines. Staff support children to make healthy lifestyle choices. Meals are balanced and nutritious, and children are encouraged to take regular drinks to remain hydrated and ready to learn.

### Outcomes for children are good

All children make good progress in all areas of their learning. This includes children who receive additional funding and those with SEND. Children are confident individuals, who behave well and form strong attachments to staff. Babies learn about the world around them. For instance, they enjoy exploring sensory objects and investigating interactive toys. Younger children develop good mathematical skills. For example, they recognise shapes, such as stars, and hunt for small spiders with a magnifying glass during play outside. Older children develop good self-care skills, such as when they manage their toileting needs and dress themselves. Children develop the skills required for future learning and the eventual move to school.

## Setting details

<b>Unique reference number</b>	EY538542
<b>Local authority</b>	Knowsley Metropolitan Borough Council
<b>Inspection number</b>	10089489
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 9
<b>Total number of places</b>	103
<b>Number of children on roll</b>	80
<b>Name of registered person</b>	Roby Bambinos Ltd
<b>Registered person unique reference number</b>	RP538541
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0151 480 8195

Roby Bambinos Nursery registered in 2016. It is located in the Huyton area, Liverpool. The setting employs 16 members of staff, all of whom have appropriate qualifications ranging from level 2 to level 6, and one staff member has early years teacher status. The nursery opens Monday to Friday from 7.30am until 5.30pm. It provides funded early education for two-, three- and four-year-old children.

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