

Bright Bambini Montessori

29 Alexandra Road, Peterborough PE1 3DE



Inspection date	12 February 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This is a provision that requires improvement

- The provider does not ensure that children who are collected from school are always in the care of staff with a paediatric first-aid certificate.
- On occasions, staff do not recognise the opportunity to further extend children's communication and language skills as they play.
- Staff do not make the best use of opportunities for quality interactions with children when playing outdoors. Sometimes, staff tend to supervise rather than engage and extend children's learning further.

It has the following strengths

- Children have developed close bonds with the adults who care for them. They feel confident to approach them with their wants and needs.
- Children's independence and essential life skills are promoted well. Children enjoy taking responsibility for small tasks, such as washing and drying the plates and cups.
- Staff know the children they care for well. They consider children's personalities and interests when carrying out activities.
- Partnerships with parents are very positive. Staff work closely with them to meet children's needs and regularly share information about their child's learning and progress. Parents are very complimentary about the nursery.
- The provider reflects on the environment and considers the benefit of additional learning opportunities from outside groups, such as targeted sports programmes, to enrich children's experiences.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that appropriate risk assessments are in place in relation to school drop-offs and collections.	29/03/2019

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

- strengthen the teaching skills of staff, to further develop and extend children's language skills during activities
- support staff to focus more precisely on supporting children's learning outdoors.

Inspection activities

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

Inspector
Carly Mooney

Inspection findings

Effectiveness of leadership and management requires improvement

Children are cared for in the setting by sufficient adults with valid first-aid certificates. However, the provider has not made sure that children are collected from school by staff who are qualified in first aid. Despite this, staff are able to demonstrate a suitable knowledge of how to manage accidents. The arrangements for safeguarding are effective. Staff demonstrate a suitable understanding of how to report concerns about adults or children in the setting. Recruitment is robust and ongoing suitability is monitored. The provider monitors the progress individual children make and is beginning to implement systems to assess the progress children make in different groups. Weekly meetings and regular supervisions help to monitor staff practice and identify training needs. The provider demonstrates vision for the future. She seeks the views of parents to help her improve.

Quality of teaching, learning and assessment is good

Children show good interest in the activities on offer. Children persevere well at tasks, such as threading beads and grouping resources into colour groups. They develop their hand-to-eye-coordination, for instance, as they carefully pour beans from one jug to another. Activities, such as finding and fitting the correct key into a lock, encourage children to problem solve. Children enjoy sensory experiences. They crush egg shells with a pestle and mortar to hear the crunching sound they make. Staff read stories enthusiastically and help children develop a love of books. Children's learning is accurately assessed and reviewed. The required progress check at age two is completed in conjunction with parents.

Personal development, behaviour and welfare require improvement

Weaknesses in leadership and management mean that children's good health is not fully assured in the event of an accident during school drop-offs and collections. Nevertheless, children settle quickly on arrival and are happy in the setting. Staff work closely with parents at the beginning to find out what children know and can do. Children behave well. They follow instructions and learn to take responsibility for themselves, as they tidy away resources they have used. Older children confidently take care of their own self-care needs. Children gain an understanding of healthy foods, for example by growing vegetables in the garden. There are good opportunities for children to develop their physical skills outdoors. Staff are vigilant regarding children's safety in the setting.

Outcomes for children are good

All children, including those in receipt of funding, make good progress from their individual starting points. Staff forge effective links where necessary with other professionals to fully support children's welfare and all-round development. Children are developing the key skills needed for school. They engage in activities that support their early writing skills, such as making circular movements with their brush or hand in paint. They show confidence and a willingness to take part in activities.

Setting details

Unique reference number	EY545002
Local authority	Peterborough
Inspection number	10093257
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	2 - 8
Total number of places	24
Number of children on roll	42
Name of registered person	Akhtar, Safina
Registered person unique reference number	RP545001
Date of previous inspection	Not applicable
Telephone number	01733 306565

Bright Bambini Montessori registered in 2017. The nursery employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, including one with early years teacher status. The nursery opens from Monday to Friday all year round, except for one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery delivers the Montessori method of practice.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

