

# Warrington Road Bambini Daycare

Naylor Road, Widnes, Cheshire WA8 0BS



<b>Inspection date</b>	9 April 2019
Previous inspection date	12 April 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Leaders and managers have a good understanding of the strengths and weaknesses of the setting and take positive steps to address them.
- Partnerships with parents are strong. Staff work closely with parents to help them support children's progress. For example, they provide a lending library with books and puppets, so that children can enjoy familiar stories at home.
- Staff value all children and meet their individual needs effectively. Children develop strong relationships with their key persons, which helps them to feel safe and secure.
- The quality of teaching is good and in some cases excellent. For example, passionate pre-school staff are very adept at teaching early literacy skills, including phonics.
- Staff promote children's healthy lifestyles and physical development well. For example, the setting has recently been awarded a certificate for 'healthy outcomes'. Staff applied the knowledge they gained to teach children how to grow and use their own fruit and vegetables.
- Although arrangements are in place to support the monitoring of staff, they do not yet include opportunities for the manager to develop her skills, to enable her to support the staff further and raise the quality of teaching to the highest level.
- Staff have not fully considered ways to support children to develop their understanding of diversity beyond their own family. Activities are not always used to help children learn about the similarities and differences between their own and other cultures, traditions and experiences.
- During a previous restructure of the staff team, changes to the manager were not shared with Ofsted.

## What the setting needs to do to improve further

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

- enhance the arrangements for supervisions and monitoring staff and manager, to provide even more precise support to staff and help raise the quality of teaching to the highest level
- provide further opportunities for children to gain a greater understanding of diversity, such as the cultures, traditions and experiences of others which may be different to their own.

### 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 had a tour of the setting.
- The inspector spoke with staff, children and parents at appropriate times and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the nominated person and the manager. She looked at relevant documentation, including children's development records, safeguarding documentation, and evidence of the suitability of staff working in the setting.

#### Inspector

Kerry Maddock

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a suitable knowledge of safeguarding practice and know what to do if they have concerns about a child's welfare. During a recent organisational restructure, leaders failed to notify Ofsted of a change to management in a timely manner. However, this did not compromise the safety or welfare of the children. For example, when appointing the manager, a new enhanced Disclosure and Barring Service check was completed as part of the safer recruitment procedures. The new leadership team is ambitious and is cohesively working together to embed the many positive changes. The staff teams have developed very effective links with other providers, including the adjoining children's centre. This provides many opportunities to share facilities, best practice ideas and information.

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

Staff know their children well and observe their development regularly. This helps them to plan a range of interesting activities that engage children in their own learning. Children develop a love of books and have many opportunities to make marks both indoors and outside. This helps them to develop essential early literacy skills. Staff are skilled at teaching mathematics. They incorporate mathematical language into routine activities, use questioning and extend learning opportunities. This supports children's good progress. Children develop their imaginations and creative skills well. For instance, some children explore the properties of daffodils and use them to paint, while others use spray bottles of paint and watch the effect as the paint drips onto a shower curtain.

### Personal development, behaviour and welfare are good

Staff create a warm and welcoming environment. They are calm and nurturing, which helps children to form close attachments. As a result, children are very happy and settle quickly. Staff are good role models. Children respond to consistent boundaries and are involved in the creation of rules that help to keep them safe. As a result, children behave well. Babies have plentiful opportunities to explore using their senses. For example, they delight as they manipulate natural materials and explore textures using their mouths. Children's physical skills are effectively promoted outdoors and staff support them to take controlled risks. For example, children consider carefully the consequences of riding a bike down a hill. They make choices in their learning and become confident in managing their own personal care needs. As a result, children gain valuable independence skills.

### Outcomes for children are good

Children learn about their local community. They benefit from trips to the local park and enjoy singing in the local care home. Children are encouraged to see every experience as a positive learning opportunity. As a result, children participate eagerly and become resilient. All children, including those who access funding, make good progress in their learning from their initial starting points. They are developing the skills required for the next stage in their learning, including the eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY435549
<b>Local authority</b>	Halton
<b>Inspection number</b>	10074951
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	Halton Borough Council
<b>Registered person unique reference number</b>	RP903528
<b>Date of previous inspection</b>	12 April 2016
<b>Telephone number</b>	01514220049

Warrington Road Bambini Daycare registered in 2012. The setting employs 18 members of staff who all hold appropriate early years qualifications. The setting provides funded education for two-, three- and four-year-old children. It operates each weekday from 8am to 6pm for 50 weeks of the year.

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