

Inspection of Bambino Day Nursery Wycombe

Old Brands Lodge, Kingshill Road, Terriers, High Wycombe, Buckinghamshire HP13
5BB

Inspection date: 22 February 2022

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children have space to explore in this welcoming nursery. Babies can practise crawling, rolling and walking, helping them to develop their physical skills. Toddlers stand at low-level furniture and make pretend cakes from dough, with a range of tools. Staff join in with their play and support children with simple counting and naming of colours.

Children are safe and happy. They smile and laugh as they play and learn. Children show a positive attitude to learning and are polite, confident and well behaved. They enjoy a range of engaging play activities. For example, children enjoy finding pretend worms hidden in mud. They find the insects and recall that they are like the ones they saw outdoors. Children are making connections and gaining an understanding of the world. Older children enjoy a range of well-planned activities to support their readiness for school. For example, children learn to thread a variety of fruit onto their skewers and enjoy the science experiment which allows them to think and predict how the 'volcano' will erupt.

All children show a love for books and reading. Staff read stories to children with enthusiasm, use props and ask questions about what might happen next. They provide opportunities for children to retell stories.

What does the early years setting do well and what does it need to do better?

- The manager and her team know the children well. They plan a curriculum that is carefully considered and well planned, overall. The manager clearly identifies what she wants children to learn as they move through the nursery. The manager and her team plan activities that they know will interest children and challenge them appropriately.
- Staff actively seek support for children with special educational needs and/or disabilities. They have detailed knowledge of the very specific needs of each child. Staff work closely with parents, other settings that the children also attend and outside agencies, to agree and constantly update individual care plans. They use any additional funding that children receive successfully to support each child's individual needs.
- Partnerships with parents are strong. Although parents are not entering the nursery, due to the pandemic, staff hold daily discussions at the entrance and share information. Parents also have access to progress summaries through an online parent app. Parents comment on the positive learning experiences that the staff provide for their children. These help them continue with children's learning at home.
- Children show good levels of independence for their age. For example, young children sit at low-level furniture and feed themselves and use age-appropriate

cups. Toddlers know how to find their coats and wellies and attempt to put them on themselves, before going outside. Older children serve their own breakfast, scooping cereal into bowls and pouring their own milk. Children are independent and responsible individuals.

- The relatively new staff team and the ambitious manager work well together to communicate effectively with each other. Staff benefit from regular supervision sessions and support to develop their knowledge and skills. However, the manager recognises that she is not yet monitoring staff practice closely enough to offer clear guidance on how to help them develop their teaching skills further.
- Staff promote good behaviour and encourage children to be respectful towards one another. They are effective role models and have high expectations of children.
- Children spend plenty of time outdoors in the fresh air. This helps them to develop their muscles and coordination. In addition, children can tend to the allotment, where they grow their own fruit and vegetables. This helps to support their good health and their understanding of the world.
- Staff are warm and caring to all children. The manager has identified that some children are finding starting nursery a little unsettling, due to their experience during the COVID-19 pandemic. All children have a key person. Staff understand the importance of this role in helping children to build attachments and feel safe and secure. However, due to the deployment of staff, there are fewer opportunities for children, including those new to the setting, to spend quality time with their key person.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of how to safeguard children. They know how to recognise possible indicators of abuse and neglect, including those relating to a wide range of safeguarding issues. They also understand what to do if concerned about a member of staff's behaviour. Staff know how to manage any concerns that arise, such as through keeping records and making referrals to relevant agencies. Staff ensure children are closely supervised, indoors and outdoors. For instance, they know where children are and what they are doing in the large outdoor space. The staff recruitment process is robust and staff's suitability is regularly reviewed to check they remain suitable to work with children.

What does the setting need to do to improve?

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

- strengthen the monitoring of staff practice so that they receive coaching support that helps them to further improve the good quality of children's care and learning

- reflect on how children and key persons can spend more time together to build further on children's attachments and feelings of belonging and security.

Setting details

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| Unique reference number | EY562586 |
| Local authority | Buckinghamshire |
| Inspection number | 10191332 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 99 |
| Number of children on roll | 142 |
| Name of registered person | Bambino Day Nursery Wycombe Ltd |
| Registered person unique reference number | RP562585 |
| Telephone number | 01494 443444 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Bambino Day Nursery re-registered in 2018. The nursery is on the outskirts of High Wycombe, in Buckinghamshire. It is open each weekday from 7.30am to 6pm, for 51 weeks of the year. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery employs 32 staff. Of these, 18 staff hold appropriate early years qualifications. These include the manager and deputy who each hold a level 6 qualification.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The manager took the inspector around the nursery and all areas of the building and discussed how they use the areas to support children's learning.
- The inspector held a meeting with the manager and members of the senior leadership team to talk about how the nursery is run and to check that all legal requirements are met.
- The manager and the inspector talked about how activities are planned to take account of children's interests and abilities.
- The inspector spoke to several parents and took account of their views, as well as reviewing written testimonials.
- The inspector and the manager carried out a joint observation of a learning activity in the pre-school room.

We carried out this inspection 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.

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