

Inspection of Bambinos Boutique Daycare Ltd

43-49 Pickup Street, Clayton Le Moors, Accrington, Lancashire BB5 5NS

Inspection date: 1 August 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Changes to the leadership team have resulted in vast improvements at the setting. Children are happy, safe and stimulated in the warm and inviting setting. Children of all ages enjoy their time at the setting. Older children develop strong bonds with staff and invite them to engage in their play. For example, they challenge staff to help them build a 'tall tower'. Babies are excited to see their key person and often check in with them for comfort and reassurance. Parents are highly complimentary about the setting and say their children have 'come on leaps and bounds' since attending.

Children develop a love of books. They borrow books from the setting to read at home with their family. In addition, they enjoy reading their favourite stories with staff. Children are good communicators and have active imaginations. For example, they talk confidently about their favourite characters and excitedly recall familiar stories as they play. Children take part in singing sessions every day. They can often be heard singing to themselves as they play or fondly humming their favourite tune.

Children behave very well. This is because staff are good role models who treat them fairly and with respect. All children, including those who are new to the setting, are happy and settled. New procedures for gathering and using information about children's stages of development at the start of placement are working well. These are used effectively by staff to plan a flexible and fun curriculum that meets children's individual needs. As a result, all children make good progress. Staff continue to use what they know about children, particularly following the COVID-19 pandemic, to ensure children continue to develop well across all areas of learning.

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

- The revised curriculum is implemented well by staff who understand what children need to learn. They plan a structured, yet individualised programme of activities and experiences that help children build on their existing knowledge and skills over time. That said, at times, staff do not act quickly enough to adapt the activities or their teaching style to ensure all children remain highly engaged and motivated.
- Staff act quickly to get children the help they need when assessment shows that children are at risk of falling behind. Staff use targeted plans alongside support from other professionals involved in children's care and learning. These help children continue to build on their existing learning. As a result, children are ready for the next stage in their learning, including starting school.
- Children develop good communication and language skills. Staff model language well. For example, as children make 'shark soup' staff use words such as 'stir'

and 'mix'. Additionally, they encourage children to describe the features of the sea creatures and observe their similarities and differences. Children demonstrate their developing vocabulary as they confidently name the different types of shark and explain how one creature in the soup is an 'Orca' whale.

- Children develop well in mathematics. This is because staff implement this aspect of the curriculum particularly well. Staff sing number songs with babies and count out the number of foot prints they make as they produce marks with paint. Older children confidently count out several items and identify the total number. In addition, they excitedly take part in a shape search around the classroom.
- Children love the outdoors. They have lots of opportunities to be physically active and gain lots of fresh air and exercise. Children confidently scale equipment, ride bicycles and have freedom to run around and be creative in their own play.
- Staff value children's opinions and include them in decisions. For example, children help staff devise a daily visual timetable. Children select photographs that represent which activities and experiences they would like to take part in that day. When the timetable is complete, children proudly say, 'that looks like a very good afternoon'. These opportunities help children develop tolerance and respect for others and also supports their self-confidence and self-esteem.
- Children are eager to have a go at new things and show perseverance. When they achieve their goal, staff congratulate and say, 'good job'. All children behave well given their ages and stages of development.
- The leadership team have worked hard since the last inspection to make positive changes to the setting. Staff are dedicated and have worked tirelessly with leaders to improve their own practice and develop the setting overall. While some training and coaching has been effective, for example, improved safeguarding knowledge and the implementation of the new curriculum, more can be done to help staff improve their individual teaching practice even further.
- Children are encouraged to eat healthily and to try new foods. The meals and snacks provided for children are nutritious and balanced. Older children help themselves to drinking water, and staff ensure babies always have access to their water cups. Staff help children understand the importance of maintaining their oral health.

Safeguarding

The arrangements for safeguarding are effective.

All staff have attended refresher safeguarding training. They have a firm understanding of their roles and responsibilities to keep children safe, including from radicalisation and extremism. Staff know the procedures to follow should they have a concern about a colleague. Procedures for the safe recruitment and induction of staff are robustly implemented. Children take part in regular emergency evacuation drills. These help children understand what to do in the event of an emergency at the setting. The setting is safe and secure and required records are stored confidentially. Staff supervise children well and are vigilant in

checking that both the indoor and outdoor environments remain safe.

What does the setting need to do to improve?

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

- strengthen the delivery of planned activities to ensure all children participate at a high level and remain highly engaged and focused
- provide staff with more targeted supervision and coaching so they can develop their practice to a consistently high level.

Setting details

Unique reference number	2655400
Local authority	Lancashire
Inspection number	10239832
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	69
Number of children on roll	26
Name of registered person	Bambinos Boutique Daycare Ltd
Registered person unique reference number	RP541399
Telephone number	07713499277
Date of previous inspection	30 March 2022

Information about this early years setting

Bambinos Boutique Daycare Ltd registered in 2021 and is situated in Clayton Le Moors, Lancashire. The nursery employs eight members of childcare staff. Of these, one holds qualified teacher status, one holds a qualification at level 6, five hold a qualification at level 3 and one holds a qualification at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm.

Information about this inspection

Inspector

Donna Birch

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The inspector viewed the setting and discussed the safety and suitability of the premises.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector took part in a joint observation of an activity with the manager.
- The inspector took into account the views of parents from written accounts provided for the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- The inspector spoke with the staff and children throughout the inspection.

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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