

Inspection of Bambinos

Bessemer Grange Primary School, Dylways, London SE5 8HP

Inspection date:

27 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are welcomed warmly into a calm, relaxed atmosphere in this small, friendly nursery. Staff use children's home languages when singing their welcome songs. Children happily play alongside each other and are confident to explore the resources available.

The children enjoy exploring a wide range of resources. There are lots of opportunities to explore sensory objects, puzzles and imaginative toys. Children enjoy stories and take part in craft activities inspired by favourite books, such as sponge painting baby owls.

The children get to spend time playing alongside the older children in the school nursery and explore sand and water play in the outdoor area every day. Children learn to manage their feelings as staff respond when they become upset or frustrated.

Staff and leaders have a good understanding of the needs of very young children and have high aspirations for all children's development. All children make good progress through their interactions with staff, who know them well.

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

- The support for children's well-being is a strength at this nursery. Staff recognise the importance of strong attachments and build good relationships with the children, offering comfort and reassurance when they need it and meeting their personal needs. This helps children settle in well and feel safe and secure.
- Children's personal needs are met well. Staff regularly check their nappies and put them down to sleep when necessary. They teach children to wash their hands for lunch and make sure runny noses are wiped promptly. Children enjoy mealtimes and recognise when lunchtime is approaching, asking for 'din dins'. They all have healthy appetites and particularly enjoy their yogurts. Children learn to feed themselves and know how to ask for water when they need it. Children's dietary requirements are well catered for.
- Much focus is given to supporting communication and language development, using core books and vocabulary maps to sequence children's learning. Staff model language well and talk to children as they play, introducing new words by naming objects. Children are developing confidence in making sounds and using first words. They join in with songs and rhymes and enjoy the actions and sounds for 'The Wheels on the Bus'. Staff model language well and use interactions as opportunities to introduce new words to children's play, such as naming the animal puppets they are playing with.
- In general, children are deeply involved in their play activity. Babies enjoy

exploring sensory toys and are curious about the sounds of musical instruments and gain confidence in their physical movement, crawling over soft-play blocks. Older children are interested in puppets and home corner play outdoors. They enjoy exploring the texture of paint and sponges during craft activities. However, at times, the resources available do not always provide enough challenge or interest to sustain all children's concentration and attention.

- Staff build good partnerships with parents and recognise them as children's first educators. Information on children's development and emerging interests is shared between parents and staff. Parents of children with additional needs are involved in preparing care plans and feel confident staff follow these well.
- Staff feel supported by leaders and school staff. They attend some team meetings and receive essential training in safeguarding and first aid. They recently received training on positive relationships, which helps them support children's emotional development. However, it can be difficult for staff to be released to access training that would support their professional development.

Safeguarding

The arrangements for safeguarding are effective.

There are clear safeguarding procedures in place and staff are knowledgeable about what to do if they are worried about a child. Electronic reporting systems across the school help identify any patterns or historic events which may have an impact on children's welfare. Staff Disclosure and Barring Service records are updated regularly to ensure they remain suitable to work with children. Staff know how to keep children safe and have good first-aid knowledge. There are effective policies in place to manage the medical and dietary needs of children.

What does the setting need to do to improve?

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

- consider ways for staff to have a clear understanding of what they want children to learn, and provide stimulating and challenging resources to support their learning
- extend training opportunities for staff as part of their ongoing professional development.

Setting details

Unique reference number	EY477667
Local authority	Southwark
Inspection number	10233913
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 2
Total number of places	6
Number of children on roll	5
Name of registered person	Bessemer Grange Primary School Governing Body
Registered person unique reference number	RP533676
Telephone number	0207 274 2520
Date of previous inspection	20 September 2016

Information about this early years setting

Bambinos registered in 2014 and operates in Bessemer Grange Primary School. The nursery opens five days a week, from 8am to 5.30pm, for 39 weeks of the year. The nursery is only open to the children of staff who work at the school. The setting employs two staff, who both hold relevant level 3 qualifications.

Information about this inspection

Inspector

Kyrstie Gennoe

Inspection activities

- This was the first routine inspection the setting 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 their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The manager and the inspector completed a joint observation of group time and discussed their findings.

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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