

Inspection of Bambino Nursery Hainault

Ilford Wanderers R F C, Forest Road, Ilford IG6 3HJ

Inspection date: 26 May 2023

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 are happy and settled at this nursery. They arrive eagerly with beaming smiles. Children receive lots of individual care and attention from the nurturing staff. For instance, staff quickly notice when new children need support to join in with activities. They encourage them to come and see what is happening and to have a go. Therefore, children feel welcomed and included. They develop strong bonds with staff, which enables them to feel safe and secure.

The manager and staff have high expectations for children and provide a vibrant, well-organised learning environment. Children are motivated to investigate the stimulating and adaptable resources, such as sand, play dough and construction sets. They become highly engaged and demonstrate creativity as they play. For instance, children work cooperatively to create a 'bus' using crates and other 'loose parts' materials. They develop their imaginations and share their ideas as they enjoy an imaginary bus ride together.

Children become independent and begin to manage their personal care needs. For instance, they hang up their coats on arrival and wash their hands before eating. Children spend lots of time outdoors and develop secure physical skills, such as by running, climbing and using obstacle courses. They enjoy nutritious meals and learn about the importance of good oral hygiene. This helps them to adopt healthy habits for later life.

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

- The manager, who is also the owner, has a strong vision for the nursery. She is committed to providing all children with a happy and positive start to their education. She and the dedicated team constantly reflect on the setting and make effective changes to enhance the curriculum. For example, the manager understands that good language skills are key to children's learning. Therefore, she ensures that staff receive training to constantly develop their knowledge in this area.
- Staff recognise that stories are a useful way to capture children's interest and support their learning. Therefore, they often use books as a foundation for the curriculum. Children hear a broad range of vocabulary as they listen to stories. They remember what they have learned and use new ideas to enrich their play. For example, while children explore themes from a book about a zoo, they sing songs, pretend to move like animals and create colourful paintings.
- Children and staff come from a diverse range of cultures and backgrounds, all of which are highly valued in the setting. Staff provide resources, displays and activities that reflect children's experiences at home and the important events in their lives. This helps all children to develop high levels of self-esteem.

- Staff know their key children well and talk about them with genuine affection and enthusiasm. They are quick to identify any concerns about children's development and provide additional support. This includes working alongside other professionals when needed. This early intervention helps all children, including those who have special educational needs and/or disabilities, to make good progress.
- In general, the routines and activities are well organised to support children's care and learning. However, staff do not always consider children's individual abilities when organising large group activities, such as circle times. For example, some children lose focus because turn-taking activities go on for too long. Therefore, they do not benefit as much as possible from the experience.
- Children have lots of real-life opportunities to learn about their community. For example, they visit a local home for the elderly to enjoy songs and activities with the residents. This helps children to develop respect for others and prepares them well for life in modern Britain.
- Staff promote children's positive behaviour and help them to settle occasional disagreements. Therefore, children listen to staff and follow the routines well. However, staff could do more to teach children about the possible impact and consequences of their actions. This would help children to understand the reason for rules and boundaries and begin to moderate their behaviour independently.
- Staff encourage parents to be active partners in their children's learning. For example, they promote reading with children at home and discuss a shared approach to issues such as potty training. This helps staff and parents to support children's development together. Parents feel welcomed and speak highly of the staff. They say that their children love attending and make good progress.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff receive regular training to help them maintain a secure understanding of safeguarding. They know about a broad range of issues that may affect the welfare of children and their families. Managers and staff understand how to identify and respond to possible signs of child abuse. They know how to report concerns or allegations about adults working with children. Staff use risk assessments and daily checks of the premises to ensure a safe and hygienic environment. The manager carries out robust checks to help ensure that staff are suitable for their roles.

What does the setting need to do to improve?

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

- work with staff to improve the planning and delivery of large group activities, to

ensure that they support individual children's learning effectively

- help staff to teach children about the consequences of their actions and how to regulate their own behaviour.

Setting details

Unique reference number	2652969
Local authority	Redbridge
Inspection number	10293015
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	2 to 4
Total number of places	75
Number of children on roll	94
Name of registered person	Bambino Nursery Hainault Ltd
Registered person unique reference number	2652968
Telephone number	07446916022
Date of previous inspection	Not applicable

Information about this early years setting

Bambino Nursery Hainault registered in 2021. The nursery is situated in Fairlop, within the London Borough of Redbridge. The setting operates Monday to Friday from 7.30am to 6.30pm, throughout most of the year. The setting also offers out-of-school care for children aged up to 11 years, who attend John Branston and Limes Farm Primary schools. The provider employs 10 staff members. Of these, six have a childcare qualification at level 3. The nursery provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Crawford

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 showed the inspector around the nursery premises. She discussed the curriculum and how she organises the provision.
- The inspector observed a range of learning experiences to evaluate the quality of education and the impact on children's learning. This includes a joint observation with the manager.
- Leaders met with the inspector to discuss how they manage the nursery. They ensured that relevant documentation was available for the inspector to view.
- The inspector spoke to parents, staff and children during the inspection and considered their views and experiences. She also took account of parents' written feedback.

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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