

Inspection of Bridget's Bambinos Day Nursery Limited

100 Amersall Road, Scawthorpe, Doncaster DN5 9PH

Inspection date: 3 July 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children are forming bonds with the newly recruited staff team. They are also beginning to benefit from the newly designed curriculum. Children engage in a range of interesting play experiences, which staff plan around their interests. Staff are also now starting to identify relevant next steps in learning to help children to build on their prior knowledge and skills. On occasions, planned activities lose their focus, as staff do not share what they want children to achieve with other staff members. Routines are developing, although, on occasions, staff move children on too quickly. For example, at lunchtime, children are seated at the table before lunch is ready. This results in younger children becoming restless while they wait.

Children's safety is maintained due to improved staff knowledge of child protection procedures. Planned outings help children to learn about their local community. Staff encourage them to identify what they can see on nature walks, promoting their communication skills. They also learn how to stay safe as staff encourage them to look for cars before crossing the road. Trips to the field provide children with opportunities to move and develop their physical skills in larger spaces. Children behave well and are encouraged to learn the setting's 'golden rules'. Staff reinforce 'kind hands' and 'listening ears' as children learn to play cooperatively with their peers.

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

- Leaders have worked hard to make improvements to ensure that children's health and safety remain protected. The recent recruitment of more staff means that the manager no longer has to be part of the adult-to-child ratios working with the children. This has enabled her to monitor staff practice. She is now more effectively able to identify weaknesses in staff practice and is offering support to help them improve.
- The manager has also shared responsibilities with other staff, which has helped to ensure that she has more time for her own managerial role. A newly appointed special educational needs coordinator is now in place to identify and support children who have special educational needs and/or disabilities.
- Staff are developing knowledge on the newly designed curriculum. Staff engage in children's play, talking to them about what they are doing. However, information regarding the skills and knowledge being promoted during planned activities is not always shared with all staff. This results in some staff being unable to effectively and consistently support children to engage in purposeful learning experiences.
- During planned messy and water-play activities, not all staff are aware of why the activity has been planned. Children enjoy using brushes, their hands and cars to make marks in the paint. When playing in the water, some staff speak to

children about how they are splashing and making bubbles. Staff support children to play alongside each other, using sponges to wash the windows and cars. However, only the staff who are fully aware of why the activities have been planned are able to engage children in purposeful learning. These staff support children to develop their fine manipulative skills, communication and interactions with others.

- Routines are beginning to be implemented so that children develop knowledge of expectations and learn to understand what is coming next. However, staff sometimes do not check things are ready before moving onto the next routine experience. For example, staff sit babies down for their dinner prior to it being ready. The young children become restless while waiting. While staff usually encourage children to serve their own meals, there is not enough time for them to do this as children are hungry. The poor organisation at lunchtime creates a chaotic environment, where quality practice is not consistently maintained.
- Staff working with older children are skilled at asking questions and encouraging them to share their thoughts. They use props when singing to help children remain focused. When singing number rhymes, children are encouraged to count out how many currant buns there are. When one bun is removed, staff help children to identify how many are left.
- For children who speak English as an additional language, staff use lots of actions or objects associated with words to support their understanding of English. However, they have not explored how to include and support children's home languages in their play and learning.

Safeguarding

The arrangements for safeguarding are effective.

Training on child protection has improved most staff's knowledge on child protection procedures. The manager has identified any remaining weaknesses and has plans in place to support these staff so that they increase their knowledge. Staff are now able to recognise a wider range of possible indicators of abuse. They understand the procedures to follow should they have any concerns about a child or a staff member. Information is shared with other professionals involved with children to ensure that they remain safeguarded. Staff supervise children continually. The setting is securely maintained, and staff follow clear procedures for the collection of children to ensure that children are only released into an authorised person's care.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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<p>help staff gain a better understanding of what they want children to learn so that children continually benefit from purposeful learning experiences that build on their prior knowledge and skills</p>	<p>18/08/2023</p>
<p>focus on implementing secure routines so that staff consistently guide children's learning through quality interactions and experiences</p>	<p>18/08/2023</p>
<p>provide opportunities for children who speak English as an additional language to use their home language in their play and learning.</p>	<p>18/08/2023</p>

Setting details

Unique reference number	2658608
Local authority	Doncaster
Inspection number	10290424
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	20
Number of children on roll	33
Name of registered person	Bridget's Bambinos Day Nursery Limited
Registered person unique reference number	2658607
Telephone number	07485404385
Date of previous inspection	22 February 2023

Information about this early years setting

Bridget's Bambino's Day Nursery Limited registered in January 2022 and is located in Doncaster. The nursery operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays. It employs 13 members of staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The manager holds a relevant childcare qualification at level 6. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Arnold

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff and children at appropriate times during the inspection.
- The manager and inspector carried out a joint observation during a planned activity.
- 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 nursery with the inspector.

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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