

Inspection of Bambini Childcare Ltd

St. Francis Catholic School, Rye Piece Ringway, Bedworth, Warwickshire CV12 8JN

Inspection date: 3 October 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff create an inclusive, warm and welcoming atmosphere. All ages of children really enjoy the time they spend with the staff and their peers. Children settle well on arrival and staff swiftly support a few children who need a little extra support to separate from their parents. Staff know the children in their care and as a result they plan activities to help them learn that relate to their individual interests. The support for children with special educational needs and/or disabilities is strong (SEND). Staff are guided by seniors who have many years' experiences in working with children with additional needs. This helps to provide high-quality care.

Staff help the children to understand their expectations for behaviour and how to be kind and respectful to one another. Children's behaviour is extremely good. Staff ensure children receive timely reminders to prepare them for what is going to happen next. Throughout the day in the nursery, children's emotional well-being is successfully supported. However, when young children leave the breakfast club to go into school they are not always effectively supported through this transition.

Staff provide many opportunities and appropriate challenges to help young children become independent throughout their play and routines. Children's thoughts and ideas are valued most of the time. Staff follow the children's interests and provide opportunities for children to be a bride or groom as they role play a marriage ceremony. Guests who watch the ceremony, forming the congregation, dress up in posh hats with flowers on.

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

- The manager and her deputy frequently reflect on their own practice, and they know their staff team really well. Support and guidance are tailored to each member of staffs' personal developmental needs. Their well-being is given high priority and there are many initiatives in place to ensure staff feel valued. This successfully contributes towards staff's good mental health and their confidence to carry out their roles.
- The management team have a proactive approach to accessing training for staff that will benefit children and their families now or in the future. For example, although not required currently, staff have been trained in tube feeding in the event of this type of care being required by a child attending the nursery.
- Overall, children's emotional well-being is supported. Staff help young children get ready to leave the breakfast school and prepare them for a day in school. However, the transition between leaving the club and being delivered into school does not always effectively support them in separating from their peers and siblings. This at times, leaves the younger children a little unsettled and deflated.

- Children who speak English as an additional language receive good levels of support from staff. This is because staff find out key words that children use at home from their parents at the onset of care. This enables staff to have some understanding of the children's first language and translate words into English.
- Children with SEND receive targeted support at the earliest opportunity that is specifically tailored toward their individual needs. Staff approach the children with kindness and care, enabling them to make as much progress as they can.
- Staff provide consistent reminders at snack and lunchtimes to support children in opening their own packages and pouring their own drinks. As a result, children become very familiar with repeated instructions, such as 'pinch and pull' to open a packet of crisps or snacks.
- Staff frequently communicate and interact with the children. In small groups children confidently engage and participate in discussions. For example, they share their knowledge of this being the season of autumn and when asked they describe how natural objects feel. Children are creative and share their emerging thoughts and ideas. Children excitedly say, 'I am going to make a rocket' from the natural objects they have collected the previous day, during a nature walk. However, staff occasionally do not effectively respond to the children's ideas and, at times, this devalues their initial excitement and contribution.
- Parents and grandparents state they are completely satisfied with the service they receive. They state that they appreciate the events provided to engage with their children in the nursery. For example, through invites to celebrate Father's Day and Grandparents' Day. Parents express they appreciate the support staff give to them in their role as parents. In addition, parents appreciate how happy their children are and the progress they make.

Safeguarding

The arrangements for safeguarding are effective.

Robust procedures are in place for safe recruitment and selection of staff. Induction arrangements are effective to ensure staff fully understand their duties. Staff's knowledge of safeguarding is secure, and arrangements are in place to ensure this remains up to date. The manager and her deputy take swift action to share information with their local safeguarding partners in the event of a concern about a child in their care. Risk assessments and supervision of children are given high priority. Staff are well deployed throughout the nursery to enhance the children's safety.

What does the setting need to do to improve?

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

- value and respond more consistently to children's emerging thoughts and ideas
- support children's well-being more effectively as they transition into school from

the breakfast club.

Setting details

Unique reference number	EY336895
Local authority	Warwickshire
Inspection number	10289606
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 11
Total number of places	52
Number of children on roll	31
Name of registered person	Bambini Childcare Ltd
Registered person unique reference number	RP910253
Telephone number	02476 316104
Date of previous inspection	30 November 2017

Information about this early years setting

Bambini Childcare Ltd registered in 2006. The setting employs 12 members of childcare staff, including the provider, who is also the manager. Of these, nine hold appropriate early years qualifications ranging from level 2 to level 3. The setting opens from Monday to Friday term time only. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children. Out-of-school care is provided.

Information about this inspection

Inspector

Hayley Lapworth

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 setting and has taken that into account in their evaluation of the setting.
- A meeting was held between the inspector and the manager and her deputy.
- The inspector looked at a selection of documentation and checked the suitability of staff working with the children.
- The inspector spoke to children, staff and parents at appropriate times during the inspection and took account of their views.
- The inspector carried out two joint observations with the manager.
- The manager, her deputy and the inspector completed a learning walk together. They observed staff's teaching practice during activities.

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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