

Inspection of Bambinos Childcare Centre

31 Houndiscombe Road, Plymouth PL4 6EU

Inspection date: 29 November 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The curriculum is well designed and carefully considers what children know and can do and what they need to learn next. There is effective support for children with special educational needs and/or disabilities. For example, staff work closely with parents to ensure that when children are dropped off at nursery they feel safe and have the opportunity to visit the 'retreat' until they are calm, settled and ready to engage in nursery life.

Older babies participate enthusiastically as they chase the bubbles, pointing to them and reaching for them as they move. They join in with a favourite turtle song, happily making a 'pop' sound. They show curiosity in how the bubble machine works, switching it on and off. Children listen well to staff and begin to understand potential risks when they try to push the bubbles back into the machine.

Older children benefit from lots of opportunities, support and encouragement to develop their physical skills, particularly outside. For example, children skilfully climb onto the swings and use pulleys to balance as they walk along logs. They balance along the beams and master the skill to climb, stepping across the logs and using them as stepping stones.

Toddlers keenly enter the art studio and explore the dough. Staff count with the children and name shapes. They encourage children to talk about what they want to make, and they come up with ideas, such as a shark or a car. These positive interactions from staff raise children's self-esteem and their motivation to learn successfully.

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

- Leaders and managers design an ambitious curriculum, providing children with a broad range of experiences. Recent training has empowered all staff to understand how children learn, what they want children to achieve and to improve the quality of their teaching. However, on occasion, staff do not have the confidence to adapt activities and follow children's lead to fully implement the intended learning.
- Leaders and managers carefully consider the learning environments to ensure children feel secure, make their own choices and do not become overstimulated. This supports children to develop a positive attitude to learning, especially in focusing their listening and attention skills.
- Staff support children's communication and language development well, overall. There are good opportunities for older children to engage in conversations and share their ideas, for example as they develop a story map. Staff challenge children well. For example, they encourage children to talk about what they

know about animals' eyesight, and children explain how carrots help them to see in the dark. However, staff do not always give children the time they need to respond to questions before providing the answers. Babies benefit greatly from staff's consistent narrative and exposure to an abundance of new vocabulary. They read books together and follow the actions, such as knocking at the gate as they listen to 'One, Two, Buckle My Shoe'.

- Babies thoroughly enjoy exploring their environment. They confidently pull themselves up and reach for chosen resources. When they successfully climb the padded table, they smile and clap, showing pride in their achievements. They receive enthusiastic praise from staff. Older babies make discoveries, such as how to remove the scarf from the inside of a balloon whisk. They happily engage in a game of peekaboo, developing strong bonds.
- Children behave well. They understand behavioural expectations, such as the 'golden rules', which staff consistently apply, providing gentle reminders when needed. Staff support children well to manage their feelings, helping them to name their emotions and to resolve any issues arising independently, for example sharing and taking turns with the wheelbarrow. There are lovely spaces and activities, such as yoga, to help children develop strategies to regulate their own behaviour.
- Children benefit greatly from an effective key-person system. Leaders and managers support staff to understand this role well. Staff have developed good relationships with parents so that they can regularly share and review information, enabling them to meet children's care needs successfully. Children form strong attachments with warm and nurturing staff. When babies wake from their sleep, they receive cuddles and reassurance until they are ready to join their friends.
- Leaders and managers have a good overview of the nursery. They have made good progress since the last inspection to raise the quality in the nursery to a good standard. They continue to reflect well on what needs to improve and provide support and guidance for staff to develop their skills even further through focused and relevant ongoing professional development.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of the potential signs that a child is at risk of harm. They know who to report concerns to. This includes reporting concerns to outside agencies if they do not feel the designated safeguarding leads (DSL) are taking their concerns seriously, or if they have a concern about a member of the senior team. Leaders and managers follow safer recruitment guidelines to ensure all staff are suitable for their role, and they oversee effective induction. Staff understand and implement policies and procedures efficiently. They ensure known and authorised adults collect children and they monitor children's attendance effectively to ensure their welfare.

What does the setting need to do to improve?

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

- raise staff's confidence to adapt and follow children's lead to re-engage them in their learning
- give older children the time they need to answer questions and to help them develop their own ideas.

Setting details

Unique reference number	EY337045
Local authority	Plymouth
Inspection number	10306007
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	0 to 4
Total number of places	95
Number of children on roll	124
Name of registered person	Bambinos Limited
Registered person unique reference number	RP902541
Telephone number	01752 226766
Date of previous inspection	10 July 2023

Information about this early years setting

Bambinos Childcare Centre is one of four privately run nurseries operated by Bambinos Ltd in Plymouth, Devon. The nursery registered in 2006. It opens from 7am until 7pm each weekday, all year round. The nursery receives early education funding to provide free places for children aged two, three and four years. It employs 24 staff to work directly with the children. Of these, two hold qualified teacher status, one holds a level 6 qualification, 12 hold relevant early years level 3 qualifications and three hold level 2 qualifications.

Information about this inspection

Inspectors

Rachael Williams
Michelle Heimsoth

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and qualified teacher took the lead inspector on a learning walk to discuss the early years curriculum and what they want their children to learn.
- The managers joined the inspectors on two joint observations; one with the babies and one with toddlers.
- The inspectors spoke with parents and children during the inspection and considered their views.
- The inspectors observed staff's interactions with children and spoke to them about their key children.
- The inspectors conducted professional discussions with leaders and managers, the DSL and the special educational needs coordinator during the inspection.
- A sample of documentation was discussed and observed.

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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