

Inspection of Roby Bambinos Nursery

Bambinos Day Nursery, 63a, Church Road, Roby, Liverpool L36 9TN

Inspection date: 15 March 2024

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

Children thoroughly enjoy their time at this calm, homely nursery. Staff place high importance on supporting children's physical and emotional well-being. They provide opportunities to support children to learn how to calm their bodies and the importance of drinking lots of water. Staff implement flexible routines and transitions that meet the needs of children. Parents state that their children settled quickly and that staff fully support children as they move to the next room and then on to school. Children form meaningful relationships with the staff and each other. Babies smile as they see their key person. Older children talk about staff with fondness. The nurturing attitude of the staff helps children to feel safe and secure.

Leaders have high expectations for all children's learning. They provide an exciting, aspirational curriculum that motivates children's love of learning. Staff allow children to lead their own play. They encourage children to think through and test out their ideas. For example, children eagerly add ingredients into a bowl to make dough. When they notice the mixture is 'too sticky', staff encourage them to think about how they could solve the problem. Children predict they may need more water and explore adding more water. They quickly realise that they need more flour. Children proudly announce that 'it has turned into dough' as they squeeze their mixture. Children become eager learners and make good progress in their learning.

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

- Staff's interactions extend children's learning successfully. Staff know children's next steps well and are clear about what they intend for children to learn next. Staff support children to develop their communication skills as they play alongside them and model lots of new vocabulary. When children show an interest in animals, staff show them books about other animals and encourage them to consider mathematical concepts, such as size and quantity.
- Staff provide many opportunities for children to be physically active. Staff skilfully support babies as they take their first steps. They provide fun activities that encourage babies to roll balls and cars to each other. Older children take part in many games, where they run and chase each other and kick footballs. Children's physical development is supported well by all staff.
- Children of all ages have access to an interesting variety of mark-making opportunities. Children paint car wheels and print them onto paper. They stretch up high outside to paint the walls with water. Children ask staff to lie down as they draw around them. As older children create their own pictures, they eagerly have a go at writing their names on the top and display them proudly. These exciting experiences help children to develop a love of mark making and early writing.

- Children benefit from quality time with staff as they share books together. Staff ensure children have access to a wide range of interesting stories. Babies crawl over to select their favourite books. They giggle as they find their favourite page and feel the texture. Older children confidently retell their favourite stories. Staff provide them with a range of props, which extends their imaginations.
- Children show delight as staff introduce planned activities. Babies eagerly post balls through pipes and shout, 'ready, steady go'. Older children quickly sit on their own sitting spot to listen to stories. However, at these times, staff do not always consider how they can support children's wide-ranging individual needs. This results in some children losing focus and not fully benefiting from these learning experiences.
- Leaders have taken action in response to weaknesses they identified in the setting's complaints procedures. They have updated the policies and procedures to ensure they notify any complainant of the outcome of complaints within the required timescales.
- The setting's knowledgeable special educational needs coordinator is committed and knowledgeable about the role. Effective systems are in place to identify any delays in children's development. Staff implement individual support for children well. Leaders value the importance of multi-agency working. Strong links have been established with agencies to help children to be protected and make good progress.
- Leaders value the importance of providing support and training to staff. Staff report that they are happy and well supported in their roles. Leaders take time to observe staff practice and to provide feedback on strengths and how staff can improve further. However, leaders do not always use this information to target training that specifically builds on what staff know and need to learn next to contribute and support children's learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- consider the arrangement of adult-led activities so that all children fully benefit from these experiences
- reflect more closely on staff professional development to help target training that fully contributes and supports children's learning.

Setting details

Unique reference number	EY538542
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10331879
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	103
Number of children on roll	67
Name of registered person	Roby Bambinos Ltd
Registered person unique reference number	RP538541
Telephone number	0151 480 8195
Date of previous inspection	3 January 2019

Information about this early years setting

Roby Bambinos Nursery registered in 2016. It is located in the Huyton area of Liverpool. The setting employs 16 members of staff, 15 of whom have appropriate qualifications ranging from level 2 to level 6. The nursery opens Monday to Friday, from 7.30am until 5.30pm, all year round. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Weston

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The manager and the inspector carried out a joint observation during a group activity.
- Parents shared their views with the inspector.
- The manager and the nominated individual provided the inspector with a sample of key documentation on request, including documentation to demonstrate the suitability of staff working at the setting.
- Leaders spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager and the nominated individual about the leadership and management of the nursery.

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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