

# Inspection of Bridget's Bambinos Day Nursery Limited

100 Amersall Road, Scawthorpe, Doncaster DN5 9PH

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Inspection date: 7 May 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children remain safe through the vigilance of the staff team. The indoor and outdoor environments are well maintained and kept free from hazards. Children benefit from taking part in a range of interesting outings, which broaden their experiences and skills. For example, they develop their social skills at the local toddler group. At the park, they access a wider range of large-scale equipment, helping to develop their gross motor skills. Trips on the bus provide them with new first-hand experiences, and visits to the library enable them to access a wider range of books. During outings, children are continually supervised so that they are protected from potential harm. Children behave well and learn good manners. They are encouraged to learn golden rules, supporting their awareness of rules and boundaries.

Management have made improvements since the last inspection. There is now a clear curriculum in place, which is implemented by staff. Children remain focused and motivated as they happily participate in a wide range of play experiences, which develop their skills and knowledge over time. For example, staff plan an interesting sensory experience for pre-school children to support their fine manipulative and communication skills. Children are encouraged to squirt shaving foam and squeeze paint into the tray. They have great fun exploring as they squelch the foam and paint through their hands. Staff ask questions about the different colours used, the smell of the foam and what it feels like, encouraging children's communication skills.

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

- Children enjoy listening to stories. Staff sit with babies and read lift the flap books. They use words associated with each picture, and the babies excitedly lean forward to see what is behind each flap. When reading popular stories to older children, staff pause and leave gaps to encourage them to recall familiar words and phrases. Children recall complex words such as 'cocoon' when talking about the stages the caterpillar goes through before turning into a butterfly.
- Staff skilfully interweave mathematic language into children's play. For example, when playing in the water, children learn to use pipettes to collect water and squirt it into jugs. As children tell staff it is getting bigger, staff carefully use more appropriate terminology as they explain how it is getting fuller as they are adding more water.
- Children's independence is a key skill staff want children to develop, and it is promoted well in some areas. For example, children are encouraged to get their own drinks, cutlery, plates and to then serve their own meals. However, some aspects of their personal care routines are not promoted as well. For example, staff wipe children's faces for them with a cloth and do not consistently

encourage them to wipe their own nose.

- Regular planned baking activities are used to support children's communication, physical and mathematic skills. Children's turn taking and sharing skills are also promoted during this activity, as well as other activities. Staff model respectful behaviour and praise children when using their manners. This helps children to behave well and respect others.
- Staff do not consistently consider what children are doing before beginning routine activities. This means that some children miss out on the valuable learning experiences that are offered. For example, prior to all children finishing their breakfast, staff begin the 'welcome time' activity. Children are encouraged to sing a song to greet each other and then discuss things such as the weather. The children still eating breakfast miss out on the opportunity to develop their social, communication and listening and attention skills.
- Children who are at risk of falling behind in their development are promptly identified. Staff liaise closely with parents and agree personal learning plans, which are more focused targets for the children to achieve. Staff monitor children closely to ensure that gaps in their development begin to narrow.
- Management oversees staff's practise. They support staff to continue to develop their knowledge and skills through further training. Management have worked with staff to support their implementation of the curriculum through planned activities and general play. They are aware of slight inconsistencies in some staff's knowledge of planning for individual children's next steps in learning. They have identified this as their own key area for further improvement to fully ensure that every child is supported effectively to build on their prior knowledge and skills.
- Parents comment positively on the care and learning their children receive. They confirm they are kept well informed through online posts, discussion, written diaries and parents' evenings.

## **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:**

- support staff to consistently model practices that support children's increasing independence in developing good hygiene routines
- help staff to provide opportunities for all children within the same age range to participate in routine and planned activities throughout the day.

## Setting details

<b>Unique reference number</b>	2658608
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	10343290
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Bridget's Bambinos Day Nursery Limited
<b>Registered person unique reference number</b>	2658607
<b>Telephone number</b>	07485404385
<b>Date of previous inspection</b>	3 July 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 employs 11 members of childcare staff. Of whom, nine hold appropriate early years qualifications at level 2 or above. The manager holds a relevant childcare qualification at level 6. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am to 6pm. 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children and staff spoke to/communicated with the inspector during the inspection.
- The inspector carried out a joint observation of a planned activity with the manager.
- 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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