

Bambino Community Nursery Booker

Inspection report for early years provision

Unique reference number EY293496
Inspection date 16/06/2009
Inspector Dr D H Gutmann

Setting address Field Road, Booker, High Wycombe, Buckinghamshire,
HP12 4LR

Telephone number 01494 769185

Email

Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Bambino Community Nursery Booker opened in 2004. It operates from a single storey building within the grounds of Booker Hill Combined School in the Booker area of High Wycombe and it is registered on the Early Years Register. The facility opens all year round. Sessions are between 08:00 and 18:00 from Monday to Fridays. The day nursery serves the local community and surrounding areas. Children are accepted from three months to five years. There are currently 93 children aged from three months to under five years on roll. There are a total of seven members of staff. Three members are qualified to level 3, including the manager who has a degree, and four are qualified to level 2.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. It meets the needs of young children to develop in a safe and secure pre-school setting well. Staff are outstandingly well managed and their partnership with parents is outstanding. The well-trained staff have the children's best interests at heart, caring for them well. This results in children's welfare needs being well met by fully inclusive practice that values every child. The five outcomes for Every Child Matters are good, and, in the area of contribution to the community, outstanding. The setting has good capacity to improve further.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop opportunities for children, including those who are gifted and talented, to learn about number and problem solving, particularly in group activities
- improve the appearance of the outdoor play area and quality of the surface

The leadership and management of the early years provision

The early years setting is outstandingly led and managed by the company's area manager and acting setting manager despite recent staff changes. Deployment of the strong team is higher than the nationally recommended ratio for the numbers attending. Staff are very much aware of safeguarding requirements, and ensure children are always safe and secure. Staff assess each child's progress weekly; this is well monitored within the setting and externally by the company, which ensures that policies meet statutory requirements. Children with learning difficulties and/or disabilities are well supported by the nursery and other local professionals, including a consultant and special needs coordinator. Quality assurance mechanisms are well developed, through support from the local authority, and self-evaluation is of a high order, if sometimes too modest. Record keeping is accurate and informative. Continuous improvement is good, although there are still

issues relating to extending opportunities for children to develop number skills further and improving the outside play area

The quality and standards of the early years provision

The good balance of adult-led structured activities and child-initiated, 'free flow' ones results in all age groups making good progress towards the early learning goals. Children, including those with learning difficulties, learn in safe and very well organised rooms. One parent/carer comments: 'My granddaughter has made very good progress and we're very pleased with the nursery and the very approachable staff.' Children can choose from a variety of well-chosen stimulating toys and equipment. Staff have a good understanding of how to meet the needs of the individual child at different ages and stages of development, planning next steps carefully each week and pencilling ideas for individuals on a wall chart and inserting photographs in each child's learning record book.

The children, including several with learning difficulties and English as an additional language, are well supported and enjoy learning through fun activities. Individual education plans have practical targets which are regularly reviewed by staff and the visiting special needs coordinator. Several children and their families have other professionals working with them as the nursery has close links with the neighbouring Sure Start. The nursery manager liaises and attends meetings for families who need extra support. Staff are fully aware of those children who have recently joined, and take pains to find out what they know and would like to do.

Children's personal, social and emotional development is good because staff's daily and weekly plans are well organised to meet individual needs and extend social skills. A number of areas are set up to help children choose interesting activities and learn well through experimentation, such as an outdoor sand pit, bark pit, and indoor mark areas, book corners and a computer. From time to time the children celebrate different religious festivals, for example, making dragons to celebrate Chinese New Year. Once a week, older children learn basic French vocabulary from a visiting teacher. Each child has a learning record and diary which parents can read. Staff carry out regular observations, both focused, half-termly, and incidental, recording progress effectively using sticky labels and making good use of photos as a record. As a result, staff are able to tailor learning to meet individual needs. Children learn numbers through role play, songs, stories and number lines displayed within the rooms, counting and sorting. Toddlers had fun piling bricks high and counting them before they fell. Some opportunities to develop more calculation and other number skills in group activities are missed, particularly for gifted and talented children. The rich variety of resources includes clothes for dressing up with and good art and craft materials for painting, collage, play dough, cutting and sticking. A visit by the local police officer who brought police tunics and hats was great fun. Small group time is well used to enrich children's vocabulary. In an observation three- to four-year-old children practised saying different insects' names as the week's theme was 'bugs', and made their own 3D insects out of cardboard and painted them. Outdoors, they explored real-life bugs, in good and bad weather, with plenty of free but well supervised access. They gained confidence relating to each other, behaved well and showed good

attitudes to learning. Sand and water is available outdoors at all times. Children learn about the senses using natural materials, such as bark, and plant their own herbs in the vegetable patch. They use a variety of resources to improve their physical development, although the quality of some of the surfaces is only just satisfactory. The general appearance of the outdoor area is unkempt. Children use an indoor play room enthusiastically. Before they eat their nutritious lunch and healthy snacks, the children wash their hands and dry them thoroughly. Babies have access to cots and buggies at all times, and toddlers and some pre-school children sleep on beds after lunch, under supervision. Older children are encouraged to help themselves to snacks, help staff and other children and learn to be independent.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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