

Bambino Day Nursery Haddenham

Inspection report for early years provision

Unique reference number EY244472
Inspection date 27/11/2009
Inspector Gillian Walley

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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

Bambino Day Nursery Haddenham opened in 2002. It is part of a small local chain of privately owned nurseries and operates from premises in the grounds of Haddenham Infant School. It serves the local area and children attend from the surrounding towns and villages including Aylesbury, Thame, Stone and Princes Risborough. The setting is registered on the Early Years Register and may care for 46 children in the early years age range, of whom 18 may be under two years. There are currently 44 children on roll. This includes 16 children aged three and four years old who are in receipt of nursery education funding. Children attend for both full and part-time places. The setting currently supports a number of children who speak English as an additional language and can support children who have special education needs and/or disabilities. There is disabled access for adults and children. The setting opens for 51 weeks of the year from 8.00am until 6.00pm. Eight full-time staff work with the children and there is also a cook. The manager holds a National Vocational Qualification at Level 3 and is working towards a recognised early years qualification and the majority of staff have early years qualifications to National Vocational Qualification Level 2 or 3. One member of staff is working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Service.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Bambino Day Nursery is a good setting. It is an inclusive and well led setting, which meets the needs of all early years children. The setting has a good capacity to improve because the manager and her team evaluate the provision regularly and identify improvements which can be made. Children make good progress in their learning in response to good provision and because staff are very concerned about the children's well-being.

What steps need to be taken to improve provision further?

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

- develop the assessment of children's progress so that it can be monitored more accurately to ensure that all children make progress in all areas of learning
- provide more support for children in their understanding of ways to avoid infection and keep themselves healthy
- keep records to show that staff have been vetted on the premises so that they can be inspected when required

The effectiveness of leadership and management of the early years provision

The setting runs very smoothly on a day to day basis. The manager and her deputy work closely together and are supported by a strong team. Together they evaluate the provision regularly to identify priorities and promote improvements. Staff update their training, for example in food hygiene, first aid, and how to provide the best opportunities for babies. There have been good improvements since the last inspection, for example, in involving parents more closely in their children's learning and in making changes to the premises so that the environment is more hygienic, more stimulating and better organised for the children. Children are now more involved in planning what they want to learn about and this makes them more enthusiastic. Recently children have chosen to learn about castles, volcanoes and going camping. The staff are very vigilant about the children's safety and there are rigorous policies and procedures to ensure that children's welfare is safeguarded well at all times. Staff are appropriately vetted although some of the evidence is kept at head office rather than on the premises and is therefore difficult for the manager to check.

When children are new to the setting parents provide detailed information so that the staff get to know the children and plan activities which will provide the right level of challenge for them. There is a very good settling-in process, which assures parents that their children are happy and well cared for. This is an inclusive setting where all children are treated equally. Children who have special educational needs and/or disabilities or who are learning English as an additional language are supported well. Children and their families are well supported when they move on to primary school to ensure that this is not a traumatic time and children settle easily.

The staff plan activities at the right level for each child so that they can make good progress and they know the children very well. They keep thorough records of observations and photographs which parents can see at any time. However, at present the manager and her staff do not have a system which would enable them to check that children are making similar progress in each area of learning and to compare how well different groups of children are learning.

The setting has a good partnership with parents and involves them well in the children's learning and development. Parents are impressed by the detailed diaries which are shared with them, with daily commentaries for babies and toddlers, and weekly commentaries for older children. Parents are invited to contribute to the commentaries, for example by telling the key workers what children have been doing at home, so that the key worker can extend this learning. Parents feel well informed and consulted and that their views are valued. The setting works well with other agencies to provide additional support for children who have learning difficulties and their families.

The quality and standards of the early years provision and outcomes for children

The provision is good, as a result children achieve well. Children choose from a very wide range of good quality resources, which are well labelled and easy to find. There are good opportunities for mark making, solving problems, creative tasks and for developing children's imagination and communication skills through role play. The children enjoy books, learning nursery rhymes and many creative activities. The younger children have plenty of toys to play with which help them to develop their motor skills and sensory awareness. The environment is rich in print so that they learn to recognise the vocabulary they are using, for example a range of words relating to what they see in the autumn. The children enjoy looking after their fish tank and learn well about the world around them. Children make good progress in their physical development because they play outdoors in a delightful woodland garden and can use areas of the school's playground including a pirate ship. The children develop a good sense of responsibility and contribute well to their learning, for example, when they take turns to supervise tidying up at the end of each session. They learn to become more independent, for example when they put on their coats and boots before going into the garden. Adults question the children about their learning, encouraging them to think and to solve problems. The children feel safe and at ease with all members of staff and have good relationships with them.

The children develop a good understanding about healthy living because they have suitable choices at snack times and enjoy a nutritious lunch. The adults support them in developing good table manners, and the children help to pass drinks to one another. They understand the importance of washing their hands before eating although there are no posters to remind them to do this. The children develop good self-esteem because adults praise them for what they have achieved and they use positive language to remind them of their high expectations. The children behave very well. They play well together and show good concentration, for example, when solving puzzles. They take turns and listen to one another, and they say how much they enjoy playing with their friends. Adults value what the children achieve and paintings and collages of fireworks, volcanoes and hand prints for Eid are displayed on many walls. The children develop an understanding of some special times in the year in different cultures and they taste food they may not have tried before. By the time they leave, the children are well prepared for the next stage of their learning.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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