

Bambino Day Nursery

Inspection report for early years provision

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Inspector Jennifer Devine

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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 Terriers Day Nursery registered in 1997. It is one of five nurseries owned by Bambino Day Nursery Limited. The nursery operates from a privately owned detached property on the outskirts of High Wycombe. A maximum of 77 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 103 children aged from three months to five years on roll. Of these, 36 children receive funding for early education. The nursery supports children with special educational needs and/or disabilities, and also children who speak additional languages.

The nursery employs 19 members of staff. Of these, 15 staff hold appropriate early years qualifications and 4 staff are working towards a qualification. The nursery also employs a cook.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled in the nursery and are making good progress in their early learning. Overall staff have a good understanding of the Early Years Foundation Stage and plan an exciting range of activities to support children's learning.

Although planning and assessment methods are developed staff are not always consistent in clearly recording the next steps of learning for individual children. The staff team are organised and support children in their learning, however at times they do not always provide enough opportunities to enhance children's communication skills.

The partnership with parents is good and ensures adults work together to support and meet children's needs. Comprehensive self-evaluation processes ensure the staff team frequently review their practices, ensuring improvements are continually made.

What steps need to be taken to improve provision further?

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

- improve staff's knowledge of extending and developing children's language through appropriate intervention in their play
- ensure observation and assessment methods are consistent across the nursery and children's next steps for learning are accurately recorded

The effectiveness of leadership and management of the early years provision

Robust recruitment procedures are in place which ensures all adults working with the children are suitably checked. Staff are fully aware of their role and responsibilities with regard to safeguarding children and understand the procedures to follow if they were concerned about a child. New staff have an induction period which ensures they are given all the relevant information they need to promote children's welfare and learning.

Staff are deployed appropriately to ensure children's safety and well-being at all times. Risk assessments of the premises are conducted and reviewed regularly, and this ensures children's safety is maintained. In addition staff carry out daily safety checks on all playroom and the outdoor play areas to ensure safety is paramount.

The senior manager's clear vision for the development of the setting demonstrates a firm commitment to ongoing improvement. Self-evaluation is accurately recorded and used effectively to review practices and set action plans to target areas for improvement. The setting also works closely with the Local Authority to support them with continuous improvements. The staff team are kept well informed and are involved in decision making. They support each other well and make good use of training opportunities to increase their knowledge and enhance good practice.

The setting is extremely well equipped with a good range of safe and suitable furniture and equipment. Children's independence is fully promoted as they can access a full range of activities and equipment from low level storage units. Each room is well equipped with good quality toys to enable children to make progress in their development. The outdoor play space is exceptional and is highly conducive to children's learning. There are three outdoor areas adjoining the play rooms enabling children to have free flow play and there is a huge field that children thoroughly enjoy being able to run freely in and have fantastic opportunities to become involved in exploring nature.

Staff have a good knowledge of each child's backgrounds and needs. Parents complete a settling-in form and this enables the key carer to build up a clear picture of each child's routines, likes and dislikes to help them settle in. Staff are knowledgeable about promoting an inclusive environment; ensuring children who speak additional languages are supported. They obtain key words from parents to help children settle, and ensure that there are signs and labelling in other languages to reflect children's backgrounds. Children with special educational needs and/or disabilities are integrated well into the setting and given support by the staff as required. The nursery plans topics on festivals over the year and has a range of books and resources to help children understand about diversity in their society.

The nursery has positive relationships with parents and carers. They are made to feel very welcome in the nursery and are encouraged to share information to

ensure continuity of care. Regular parents meetings are held to enable parents to discuss their child's achievements in more depth. The setting has recently held a workshop for the parents on the Early Years Foundation Stage framework to enable them to have an understanding of the curriculum and how they can support their child's learning at home. The staff plan to continue and develop these meetings to tailor them to specific areas of learning. Parental feedback is sought on a regular basis; comments indicate parents are very happy with the service provided. Parents are invited into the nursery to take part in events such as sports day and Christmas concerts.

The nursery is highly committed to working in partnership and has developed effective links with the local schools to support the transition for children moving onto reception class. Class teachers are invited to visit the nursery to meet the children and staff fully prepare children for this move by making this new experience part of nursery discussion and planning activities for children to role play schools.

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

Children are very happy and settled in the nursery and are making good progress in their development. The nursery atmosphere is generally calm, with children absorbed in their play. Children separate well for their parents or carers and are developing a sense of belonging in this friendly environment as they greet one another and join in with play. The staff set up the rooms with some activities and the children are encouraged to develop their independence and move freely from one activity to another. They can also help themselves to other toys or resources as they wish from the low level storage units.

Overall staff have a good understanding of the Early Years Foundation Stage and have developed effective planning methods to ensure a broad and varied curriculum is planned for. Staff observe children's achievements and are committed to updating the progress profiles and spend time collating information and adding photographs which demonstrate children enjoying themselves and achieving in their play. However, not all staff identify and assess children's individual goals and next steps for learning and therefore cannot fully plan a personalized tailored programme.

Pre-school children are making good progress in their learning which is well supported by a senior manager and a dedicated staff team. Pre-school children are highly motivated and eager to learn due to the stimulating environment and the exciting and challenging activities that reflect and build on their individual needs and interests.

Children's independence is promoted and they are accustomed to making their own decisions as they make choices from the wide range of resources, both indoors and outside. Children move around the nursery independently and can choose to play in two pre-school areas. Staff plan a well-balanced curriculum that

includes adult and child initiated play.

All children are supported by the staff who work closely with groups of children or individually to encourage and extend their play. However, not all staff are confident in providing opportunities for children to talk and in providing challenging questions to make them think as they play.

Pre-school children thoroughly enjoy making their own play dough and are given a variety of ingredients they can choose to add to the play dough. They learn about the different consistencies as they mix and knead the dough and experiment and explore the differences in smell and texture caused from adding different ingredients. Pre-school children recently developed an interest in their birthdays and staff built on their interests by providing experiences and activities. This supported children's mathematical knowledge as they made pretend birthday cakes and counted how many candles to put on their cake. This also supported the children in developing a sense of personal identity, learning about special events and exploring issues about getting older.

All children's personal, social and emotional development is developing well. Staff promote and role model kind and caring attitudes which results in a generally calm and loving environment for children to develop firm relationships. Children's behaviour is handled sensitively and they respond well to praise and encouragement by staff.

Children in the under three's rooms are given good support in their learning. Staff are caring and attentive to the young children's needs. They enjoy creative activities and children's artwork is displayed in the rooms. Staff understand and support children's imagination in allowing their natural thinking and creativity to develop. The children enjoy exploring the outdoors and have great fun playing with the outdoor toys. They also enjoy circle time whilst outdoors and enjoy joining in with singing their favourite songs and rhymes.

Children in the under two's rooms are encouraged to move around and investigate and staff are close by to offer reassurance and cuddles as needed. Staff are aware of providing exciting experiences to develop their senses and early development. There is a good supply of natural materials for babies to explore and investigate. Toddlers thoroughly enjoy mark making using a range of pens, crayons or pencils and explore the play dough as they learn to roll it and press the cutters into the dough to make shapes.

Each room is well equipped with a welcoming book corner, which has suitable age appropriate books attractively displayed and they make use of story props. Staff plan quiet group times where they take small numbers of children into the side rooms for a story or for singing times. Two staff play musical instruments and this complements the singing and music session really well. Children are intrigued to watch the staff play the guitar and are keen to try strumming it themselves. Children have good opportunities to use the computer as it is an integrated part of the provision. Children learn about how to follow simple programmes and navigate using the mouse. They also have plenty of other resources to support their skills for the future and enjoy using the digital camera and other programmable toys.

For example, a child decided to take the camera outdoors and take photographs of the insects he found on the fields.

Children are developing healthy lifestyles as they show a good understanding of following good personal hygiene routines. Children independently go to the toilet and know why they need to wash their hands. They are provided with a variety of fruit or vegetables for snack time and water or milk to drink. Children are provided with healthy and nutritious home cooked foods which are freshly prepared by the cook. Individual dietary requirements are well catered for. Children enjoy taking part in exercise sessions and learn about the effects of taking exercise as they feel their heart beat and take deep breaths to get air in their lungs. The nursery has developed a strong ethos of planting their own fruit and vegetables and children are actively encouraged to become involved with this. They thoroughly enjoy helping to water the crops and talk excitedly about the different varieties growing and how they will harvest them to be used in their dinners.

Children are learning to take responsibility for their own safety and the safety of others and are able to move around the nursery safely, confidently and independently. They learn rules of the nursery such as why they must not run indoors and the importance of using scissors safely. Children's safety is further promoted by staff's understanding of appropriate supervision levels, both inside and outdoors. Children are secure and self-assured as they are able to move around the setting as they choose, spending time interacting with their friends and the staff. Children take part in regular fire evacuation practices which teaches them about the importance of evacuating the setting quickly and calmly. The nursery have had visits from the local fire brigade and police to reinforce safety and also to learn more about the people in the community.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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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