

Bambini Childrens Nursery

Ewell Court House, Lakehurst Road, Ewell, Surrey, KT19 0EB



Inspection date

8 August 2017

Previous inspection date

14 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders have very positive relationships with parents. Parents appreciate the daily record sheets they receive and the opportunities they have to discuss their children's learning and progress. Parents value the 'top tips' which help to support children's learning at home.
- Children are happy and their behaviour is good. They have positive relationships with their key person and with each other and this helps to support their emotional well-being successfully.
- Key persons work well with parents to find out what children can do when they start at the nursery. Staff make regular observations of children as they learn and use these to help identify next steps in learning. Children make good progress in their learning.
- Nursery staff work well with schools and other settings children also attend. Teachers visit the nursery to meet the children and discuss their achievements with the key person. Information about their learning is shared with other settings children may attend. This helps to support consistency in children's learning.

It is not yet outstanding because:

- Not all staff make effective use of all the available assessment information to monitor children's progress even more precisely.
- Sometimes, staff do not challenge children within their chosen activities to move their learning forward to the highest level.

What the setting needs to do to improve further

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

- make better use of all available information relating to children's assessments of learning and development, to more accurately monitor their progress
- consistently challenge children within their chosen activities to move their learning forward.

Inspection activities

- The inspector examined a range of documents, including those relating to safeguarding children and managing their behaviour.
- The inspector checked the suitability of the staff and looked at children's learning and progress records.
- The inspector and the manager observed members of staff interacting with children and discussed their practice.
- The inspector read the improvement plans and discussed these with the manager.
- The inspector read the comments of parents, spoke to children and took their views into consideration.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The staff understand how to keep children safe and know who to inform if they have a concern about a child's safety or welfare. Senior leaders regularly and accurately evaluate their practice and make improvements. For instance, the outdoor area now has a greater range of activities to engage children in their learning. Staff check the premises each day to make sure they are safe for children to use. Children who have special educational needs and/or disabilities receive appropriate support and this may come from external professionals. The manager supports her staff well. She provides regular opportunities for them to discuss their practice and make improvements. For instance, they have examples of open questions they can use to help to extend children's thinking. Staff and leaders check children's progress and plan activities to close any identified gaps in learning.

Quality of teaching, learning and assessment is good

Staff develop children's communication and language skills effectively. For example, adults speak clearly and sing songs with repetitive phrases to help very young children acquire language. Staff support children's interests. For example, younger children follow the path of the bubbles and delightedly catch and burst them. Very young children enjoy pressing the buttons on the toy piano and smiling at the noise they make. They can successfully follow a rhythm as they clap their hands to a song the adult plays. Staff provide children with many opportunities to appreciate the similarities and differences between themselves and others. For example, they learn to speak Japanese and see common words and phrases written in both English and Japanese. Staff also teach children about a range of festivals, such as Setsuban, where they throw beans at the cheeky imps. They also learn songs and listen to stories from different cultures.

Personal development, behaviour and welfare are good

Children follow established routines. At clear signals, they tidy up and sit down for a story. They generally understand how to share and take turns, commenting that, 'It's my turn after yours'. Staff support children's physical development well, such as by regular exercise and activities in the fresh air and a nutritious diet. Children freely and independently choose their own activities from the wide range available. For instance, they select the doll's caravan and negotiate what should go in it and where. Staff encourage all children, including babies, to feed themselves, using age-appropriate cutlery and to wash their own hands before eating. Golden rules are displayed and staff reinforce these constantly. This helps to support children's understanding of behaviour.

Outcomes for children are good

Children are well prepared for the next stage of their education, including school. They learn initial letter sounds and the varied mark-making activities on offer help children to develop early writing skills. Children enjoy books and listen avidly to stories. They learn to count and recognise simple shapes. Children can manage their own personal care and learn how to ask for help. They can recognise and, often, write their names.

Setting details

Unique reference number	EY338297
Local authority	Surrey
Inspection number	1092805
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 7
Total number of places	48
Number of children on roll	51
Name of registered person	IMI (GB) Limited
Registered person unique reference number	RP521774
Date of previous inspection	14 April 2015
Telephone number	0203 2583031

Bambini Nursery registered in 2006. The nursery operates from within the London Borough of Epsom and Ewell. The nursery is open each weekday from 7.45am to 6pm, all year round. There are 18 members of staff. Of whom, 11 hold qualifications at level 3 or above, four members of staff hold a qualification at level 2 and three are unqualified. The nursery originally opened for children of Japanese-speaking families. It is now open to all but offers an introduction to Japanese language and culture. The nursery offers free funding for children aged three and four years.

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