

Inspection of Bombini Tribe Day Nursery

Downs View Infant School, Ball Lane, Kennington, Ashford TN25 4PJ

Inspection date: 11 February 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children and their families are warmly welcomed at this cosy and nurturing setting. Staff are kind and caring towards children, greeting them with cuddles and smiles. Children enter happily, eager to play with their friends and explore the range of activities on offer. This promotes children's positive attitudes and social skills successfully. Staff know their children well and plan a curriculum based on their needs and interests. For example, children thoroughly enjoy exploring the role play area, chatting excitedly together pretending to create their favourite meals. This supports their positive behaviour effectively.

Staff ensure children have access to a wide range of experiences to develop their knowledge and skills. For example, children delight in getting ready to go to forest school. They remind their friends to take care when walking in the 'squelchy' mud and offer to hold their hands. This supports their understanding of how to keep themselves safe very well. Staff have high expectations for children. Staff encourage children's curiosity and language most effectively. Children demonstrate good attention and listening skills when encouraged to guess what is hidden in the hive. They remain engrossed when learning about different birds and the natural world. All children make good progress.

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

- All children behave well. They immediately respond when staff ring the bell or tambourine, standing still and listening. They demonstrate that they know the routines of the setting well. Children explain to their friends about being kind to their mascots 'Honeybee' and 'Bombini'. Staff actively promote children's confidence and self-esteem when demonstrating positive social skills.
- Staff develop children's self-care skills effectively through regular praise and support. Staff are good role models, encouraging children to show their friends how to wash their hands and wipe their noses at the self-care station. Children recall making soup with healthy vegetables. These activities promote children's understanding of how to keep themselves healthy successfully.
- Staff provide children with rich experiences to develop their language and literacy. They provide children with an abundance of stories and songs. Children immensely enjoy listening to favourite books. They eagerly join in using musical instruments to make thunder sounds when singing a rhyme about the weather. These activities support children's communication skills effectively.
- Children benefit from activities that build on their mathematical skills. Staff encourage children to think about how to fill guttering with water using different sized containers. Children enjoy counting when playing puzzles. Older children spend a long time persevering to make patterns which expands their knowledge of colours and shapes.

- Staff offer children opportunities to do things for themselves, such as self-selecting resources and choosing craft resources to make pictures in their 'busy books'. However, at times, staff do things for children that they could do themselves, such as putting on their coats and wellington boots and pouring drinks for them. This, at times, limits the opportunities children have to further enhance their developing independence skills.
- Children with special educational needs and/or disabilities are well supported. Staff create individual plans to support next steps. They use a range of strategies and initiatives, such as delivering specific language sessions to support talk. Staff use sign language to help children to communicate successfully.
- Staff work closely with local schools to ensure children are well supported for their next learning stage. They work incredibly closely with the school next door. They provide families with detailed information to help them be prepared. This ensures all children and their families have smooth transitions when they move on to school.
- Leaders and managers are committed to ensuring families are provided with a range of help. They work closely together as a team to share information effectively with the local authority and external agencies to access further support for families. This ensures all children benefit from a consistent approach and make good progress from their starting points.
- Partnerships with parents are strong. Staff provide families with books to share at home to support a love of reading. Parents report how welcomed and valued they feel. They state that their children have made significant progress in their confidence and language and their children have made strong bonds with staff.

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 identify when they could create further opportunities for children to do things for themselves to enhance their developing independence skills.

Setting details

Unique reference number	2791775
Local authority	Kent
Inspection number	10368955
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	26
Name of registered person	Bombini Tribe Day Nursery Partnership
Registered person unique reference number	2671829
Telephone number	07485 736120
Date of previous inspection	Not applicable

Information about this early years setting

Bombini Tribe Day Nursery registered in 2024. It is located in Ashford, Kent. The setting is open from 8am until 3.30pm on Monday to Friday, term time only. The setting employs four members of staff. Of these, all have qualifications at level 3 or above. The setting offers funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Victoria Salisbury

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individuals about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a snack time and language activity with the manager.
- Parents shared their views of the setting 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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