

# Bambams Nursery

340-344 Brays Road, BIRMINGHAM, B26 2RL

## Inspection date

Previous inspection date

04/08/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision requires improvement

- Staff are suitably knowledgeable about safeguarding. As a consequence, children are protected from harm.
- Children form positive attachments to staff because each child has a key person and is well supported to settle into the nursery.
- Staff promote good behaviour effectively, ensuring that children understand their expectations and develop an understanding of right and wrong.

### It is not yet good because

- Staff do not always make the best use of what they know about children's next steps and interests to ensure that educational programmes provide sufficient challenge and stimulation for individual children to make consistently good progress.
- Arrangements to monitor the quality of teaching are not sufficiently robust. Consequently, weakness in teaching practice is not always identified or addressed.
- Parents are not well supported to be involved in their child's learning, or to guide their learning at home.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector toured the premises and observed activities in the main rooms and outside.
- The inspector carried out a joint observation with the provider.
- The inspector held a meeting with the providers of the provision and spoke to staff throughout the inspection when appropriate.
- The inspector looked at records of observation and assessment and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the provider's self-evaluation and development plan.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Josephine Heath

## Full report

### Information about the setting

Bambams Nursery registered in 2014 and is on the Early Years register and both the voluntary and compulsory parts of the Childcare Register. It operates from three converted retail units in Sheldon, Birmingham. The nursery serves the local area and works closely with the local children's centre. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play. The nursery opens Monday to Friday all year round, apart from one week at Christmas. Sessions are from 7.30am to 12.30pm and 1pm to 6pm. Children attend for a variety of sessions. The nursery also offers care to children aged over five years in the school holidays. The nursery employs nine permanent members of childcare staff. There are two staff who are qualified at level 3, one staff member is qualified at level 6, one has Qualified Teacher Status and two staff are qualified at level 2. The nursery receives support from the local authority.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- take account of children's individual interests and stage of development to plan activities that fully engage them and consistently promote their good progress in all areas of learning
- implement an effective system to monitor and improve the quality of teaching, so all children benefit from planned purposeful play that builds their confidence and teaches them to explore and to think for themselves.

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

- build further on the partnerships with parents to support them more effectively to be involved in their children's learning and to guide their children's learning at home.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

In general, children are encouraged to extend their learning. They think for themselves about what they will need during activities. For example, babies are encouraged to explore their environment and make sounds with objects they find in treasure baskets. Older children are encouraged to hunt for mini-beasts in the garden and take turns collecting food for them. The staff have an appropriate knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage and use this to help

children make progress. For example, key persons know their children well and can pinpoint areas of development in which they achieve well or need extra support. They also make use of information about children's developmental starting points from initial observations and discussions with parents, in order to inform planning from the outset.

Overall, the quality of teaching is inconsistent and varies between activities across all age groups. There are times when staff fail to support young children to learn because they do not interact with the children sufficiently, or they prevent the children from exploring for themselves. For example, during water play children have to wait too long to explore new resources as staff converse with each other, rather than focusing on children's learning. Some staff fail to support children by engaging them in conversation and encouraging them to think for themselves. As a result, children quickly lose interest in the activity staff have planned. In the baby room, verbal interaction is limited and activities planned do not always stem from children's interest or prior learning. Consequently, babies are not always motivated to join in or learn. Nevertheless, other activities do encourage children to play and learn and, in the main, children make some progress in their development in preparation for school. However, the progress they make is not consistently good.

Support for children with additional needs at the nursery is generally sound because staff effectively use observation and assessment information to inform their planning and to target areas of delay for these children. In addition, the Special Educational Needs Coordinator is highly skilled and works well with other staff, parents and professionals to ensure that they intervene and support children where they are doing less well. Partnerships with parents and outside agencies are generally effective. Relevant information is shared so accurate assessments of progress are made, which means that achievement gaps are narrowed. However, staff do not always take account of children's individual interest when planning for their future learning. This means that planned activities do not always fully interest and engage children, in order to promote their learning as well as possible. On the whole, however, children are acquiring the basic skills and attitudes they need to be ready for school because staff have regard to all areas of learning and provide opportunities for children to develop their mathematical and literacy skills during each session.

### **The contribution of the early years provision to the well-being of children**

Staff have positive regard to personal, social and emotional development. For example, they teach children to share resources and take turns throughout games and activities, especially with new toys that are highly popular. As a result, children learn to understand that they have to wait for their turn. The environment is welcoming, as a result, children are confident and happy within the nursery and demonstrate self-motivation as they engage in various activities independently. However, children are not always highly motivated and engaged in quality learning experiences because staff do not make the best use of the resources to provide them with enhanced learning opportunities that actively interest and challenge them.

There is an effective key-person system in place. As a result, children form secure

relationships with staff. For example, children seek out familiar adults to sit with and play with. They are also keen to show staff their achievements. Staff manage behaviour well and have clear expectations. Children respond well to staff asking them to walk, to stop and listen, and to tidy up. As a result, children behave well and are respectful of each other and staff. Parents' comments about the nursery highlight that they feel their children are well cared for. The nursery has an effective settling-in procedure and daily information sharing procedures that enable parents to know their children are happy and settled.

The environment is safe and secure because staff are knowledgeable about assessing risk and encouraging children to take responsibility for their own safety. For example, children know not to climb too high up the climbing rope, but are allowed to use this independently. The children understand the boundaries of the nursery and the risks involved. As a result, they do not climb too high. Equally, babies are encouraged to walk to the garden and use the steps with support. They toddle to the garden and use adult support to steady themselves, building their independence. As a result, children develop a sense of personal safety. Staff promote health and hygiene through positive practices. For example, children go outside regularly in the fresh air, wash hands after toileting and before meals, and have constant access to fresh drinks and healthy meals. They encourage children to make healthy choices for themselves and promote their independence. For example, from the very start in the baby room children are supported to wash their own hands, choose their food, try a variety of foods and feed themselves, which then continues as they move between the rooms. As a result, children learn about making healthy lifestyle choices throughout.

### **The effectiveness of the leadership and management of the early years provision**

The provider has an appropriate understanding of their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. There are systems in place to monitor the quality of the educational programmes, however, these arrangements are not consistently implemented by the staff. On the whole, the monitoring of the educational programmes ensures that all areas of learning are being covered, however, it is not sharply focussed to ensure all children make rapid progress in all areas. The systems for checking progress for different groups of children have been highly effective in securing intervention for children with additional needs and monitoring their progress. However, the systems for generally checking the progress of children are not targeted enough to identify that there are inconsistencies in the quality of teaching. As a result, although children are making progress, it is not as rapid as it could be. The provider has an appropriate understanding of safeguarding procedures and their role in protecting children from harm. There are two designated members of staff for safeguarding within the nursery and staff receive safeguarding training, so they are clear about the action to take if they have concerns about a child's welfare. An effective recruitment system is in place in order to check that people employed to work with the children are suitable. Procedures and practice generally promote children's safety.

The monitoring of staff is not yet effective in securing the necessary improvements to

teaching. The use of peer observations and the giving of developmental feedback have not yet been effective enough for teaching to improve. Most staff all hold suitable early years qualifications and staff have access to training. Some training needs are identified through supervisions and appraisal. For example, managers have identified the need for further training in planning and assessment. The provider completes some self-evaluation. They discuss targets for improvement with staff and take action to drive change. The staff, parents and children all make contributions to the evaluation process. For example, there is a comments box, newsletters, discussions and questionnaires to collect feedback.

Partnerships with parents are not yet fully effective. Staff do make use of information from parents on entry and attempt to continually discuss children's development with them. Parents report that they feel included in their children's learning, however, comments boxes, WOW boards and areas in children's communications books and learning journals are rarely used by parents, because they are not supported effectively to make a contribution. As a result, children's continuity of learning between the nursery and home is not as developed as it could be. Partnerships with outside agencies are a strength of the nursery as they work with speech and language therapists, social services and local schools in order to secure appropriate intervention for children with additional needs. This ensures progress is made in areas of delay for these children. These partnerships also help children in preparing for their school transitions. This is because the nursery share information about children's development and actively open dialogue with the schools. Therefore, this helps children to feel more positive and secure about their future learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY475139
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	957143
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	42
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Bambams Nursery Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01217428171    07554089468

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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