

Bambam's Nursery Ltd

340-344 Brays Road, Sheldon, BIRMINGHAM, B26 2RL



Inspection date

8 August 2017

Previous inspection date

27 February 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

- The strong partnership with parents promotes a successful, shared approach to learning. Staff guide parents on how to support their children's learning at home and invite them to many nursery events. Staff encourage parents to share information about their children's achievements at home. They work closely together to plan their children's future learning and development.
- Staff use their thorough knowledge of how children learn through play, to plan stimulating and challenging activities. Staff establish precise starting points for children's learning and build on these through exciting, well-planned activities. Staff make accurate assessments of children's achievements. They identify and narrow any gaps in learning quickly and all children make very good progress.
- Children are enthusiastic and independent learners. They explore the stimulating environment and enjoy opportunities to take part in a wide range of experiences to use their senses. For example, young children mix paint and shaving foam, and feel the texture of damp sand. Children are calm, relaxed and form close bonds with staff. They gain good levels of confidence and self-esteem.
- Managers are dedicated and passionate in their drive to provide high-quality care and learning for all children. Effective self-evaluation includes the views of staff, parents and children. Managers continually identify and address areas for development and make ongoing improvements to children's enriching learning experiences.

It is not yet outstanding because:

- Staff do not make the best use of opportunities for children to enhance their learning and exploration of some aspects of the natural world.

What the setting needs to do to improve further

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

- extend opportunities for children to explore and experiment in the natural world, to enhance their knowledge and understanding in this area even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with one of the nursery managers.
- The inspector held a meeting with the nursery managers, who are also the providers, and the deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and considered their views.

Inspector

Catherine Sharkey

Inspection findings

Effectiveness of the leadership and management is good

Managers support the focused continuous professional development for staff, who are enthusiastic about improving their knowledge and teaching skills. They measure the impact of their development on their good practice and on children's learning. Monitoring of staff practice and all children's progress is very thorough and effective in helping to make ongoing improvements. Safeguarding is effective. Managers and staff use their in-depth knowledge to practise robust procedures that help to protect children's safety and welfare. They are very experienced in supporting children and families, and work very effectively with outdoors agencies to help them achieve this. Managers and staff understand how to report any concerns about a child's welfare and how to respond to an allegation against themselves.

Quality of teaching, learning and assessment is good

Staff gather valuable information about children from parents. They use this alongside their own observations to plan exciting activities that build on children's learning. Staff use children's interests to help them provide rich and varied opportunities for children to investigate and explore resources and materials. For example, older children make good use of a wealth of materials outdoors to create worm homes, boats and pretend camp fires. Staff respond with enthusiasm to children's ideas and join in with their play to support this and they develop children's language and vocabulary well. For example, staff ask children if there are crocodiles in the water as they pretend to row boats. Other staff ask young children what they need to do next as they bath and dress dolls. Staff support babies to give them confidence as they learn to stand and walk.

Personal development, behaviour and welfare are good

Staff are very caring and meet all children's needs well. They work closely with parents to help provide consistency in children's care, such as toilet training and sleep routines. Staff help children to share the resources and to include other children in their play. Children gain independence which contributes to their school readiness. For example, they serve their own food, scrape their plates and manage their personal care. Staff prepare children well for school, emotionally and developmentally. They forge strong links with the schools children move to, particularly when working with children who have special educational needs and/or disabilities. This helps to maintain consistency in meeting children's needs. Children enjoy healthy meals and staff nurture their social skills well during mealtimes.

Outcomes for children are good

Children are curious and independent as they explore the environment. Older children are fascinated by the worms they collect outdoors. They handle them gently and make sure they put them back safely before returning indoors. Children show great imagination. For example, they find a pair of oars which prompts them to pretend several plastic crates are boats. Children demonstrate good communication skills, for example, as they tell staff all about how they are rowing to a pirate island. Children are very well prepared for the next stages in their learning and for school.

Setting details

Unique reference number	EY475139
Local authority	Birmingham
Inspection number	1095529
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 - 6
Total number of places	49
Number of children on roll	100
Name of registered person	Bambams Nursery Ltd
Registered person unique reference number	RP533625
Date of previous inspection	27 February 2015
Telephone number	01217428171

Bambam's Nursery Ltd. registered in 2014. The provider employs 14 members of childcare staff. One of the managers holds early years professional status and 12 staff hold appropriate early years qualifications at level 2 or 3. The nursery opens from Monday to Friday, all year round except for one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides after school and holiday sessions. It receives funding to provide free early education for two-, three- and four-year-old children.

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