

Inspection of Bambooh Nursery

25 Church Lane, Middleton Cheney, Banbury, Northamptonshire OX17 2NS

Inspection date: 7 October 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Pre-school children hunt for insects in the garden and get excited when they find ladybirds, worms and woodlice. Children tell the inspector that in the summer they found a lizard hiding in the long grass. They talk about what it looked like and how it moved. Toddlers are supervised closely as they help staff water flowers in the garden. They enjoy emptying the water out of the watering cans onto the floor to create puddles. They giggle with delight as they splash in the water. However, during such activities, the staff do not have a clear enough understanding of what they want children to learn.

Pre-school children take part in a game of 'I-spy'. They take turns when guessing and they listen to each other's ideas. Children understand not to talk over each other, they demonstrate respect and manners. They play well together and form friendships.

Pre-school children are independent and take care of their own needs. When they arrive at the nursery, they change into slippers and hang their belongings on a peg. They are eager to help with tasks, such as tidying away toys and giving out drinks. Children wipe their own nose and dispose of the dirty tissues into a bin. However, children are not learning that they need to wash their hands after, to help prevent the spread of germs and infection.

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

- Staff teach children how to keep themselves safe as they play outside. Children learn that they need to wait for other children to move away from the bottom of the slide before going down it. They know not to walk in front of swings when other children are using them.
- Staff plan opportunities to encourage children to develop their resilience. Pre-school children eagerly take part in an activity, where they throw bean bags into the middle of a hoop. They are persistent when they find it difficult at first to aim a bean bag into the hoop. Staff encourage and praise them for trying and reward their efforts.
- Children of all ages enjoy singing nursery rhymes and listening to stories. Babies and toddlers cuddle into staff as they look at pictures in books. Staff model language and introduce new vocabulary for babies and toddlers to hear and repeat. Pre-school children sing familiar songs as they tidy up toys.
- Parents comment that their children are always keen to attend the nursery, they have good bonds with the staff and are well cared for. Parents say that they appreciate having access to their children's online development diary. They have regular opportunity to talk to their child's key person at drop off and collection. They are invited to regular parents' meetings to talk in detail about their child's

development.

- Staff regularly observe children and know what interests them. They identify gaps in the children's development and plan activities that support children to develop some of the skills that they need to learn. However, the manager and staff do not plan and implement a well-sequenced curriculum that helps children make good progress in all areas of learning. Staff focus on supporting children to learn individual next steps in one area of development, rather than helping children to develop skills and knowledge in all areas of learning.
- Staff comment that they feel valued by the manager. They are confident to approach her for advice and support when they need it. The manager meets regularly with staff to talk to them about how they are performing within their roles. However, the manager has not identified the specific training needs of staff. Furthermore, performance management is not focused on helping the staff to develop the quality of their teaching and curriculum to a consistently good level.
- Children are encouraged to eat healthy and nutritious meals and snacks. Staff talk to children about the types of food that are good for them and how eating such food benefits their bodies. Children learn that they need to stay well hydrated. Staff encourage children to drink water regularly throughout the day. However, pre-school children are not encouraged to wash their hands before eating snacks and meals. They are not being taught consistently about hygiene and how to promote their own good health.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of their responsibility to keep children safe and protect them from harm. They keep their safeguarding knowledge up to date and are alert to the signs and symptoms that may indicate a child is at risk of abuse. Staff use risk assessments well to maintain a safe and secure nursery environment. Staff are well deployed so that they can supervise children closely as they play. The manager ensures that staff are suitable for their role by carrying out rigorous background checks when they are first employed. The ongoing suitability of staff is checked regularly throughout their employment.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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implement a well planned curriculum that supports children to practise and develop the skills and knowledge needed for their future learning.	29/10/2021
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To further improve the quality of the early years provision, the provider should:

- improve the monitoring of staff practice to identify where staff need support to develop their knowledge, skills and practice
- promote children's good health and hygiene consistently, specifically in relation to handwashing before eating and after children wipe their noses, to prevent the spread of infection and illness.

Setting details

Unique reference number	2498507
Local authority	West Northamptonshire
Inspection number	10209373
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 9
Total number of places	30
Number of children on roll	29
Name of registered person	Bambooh Education Ltd
Registered person unique reference number	2498506
Telephone number	01295 712964
Date of previous inspection	Not applicable

Information about this early years setting

Bambooh Nursery located in Banbury, Northamptonshire, registered in 2018. The nursery employs six members of childcare staff. Of these, one holds appropriate early years qualifications at level 5, one at level 3 and one at level 2. The nursery opens from Monday to Friday, from 8am to 6pm, for 51 weeks of the year.

Information about this inspection

Inspector

Teresa Lester

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken this into account in their evaluation of the setting.
- The inspector completed a learning walk with the manager and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff, children and parents during the inspection.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector held discussions with the manager. She reviewed a sample of documentation and evidence of the suitability of the staff working at the setting.

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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