

Inspection of Bambooh Nursery

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

Inspection date: 5 October 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

There are gaps in staff's safeguarding knowledge. Staff do not understand some of the signs and symptoms that may indicate a child's welfare is at risk. Some staff do not understand how to report safeguarding concerns or how to deal with allegations made against other members of staff. This potentially compromises children's safety and welfare if delays in reporting concerns occur.

Despite weaknesses being identified at the setting's previous inspection regarding the quality of education provided, the management team has not ensured that staff deliver an effective curriculum. The curriculum does not build on what children already know and can do. Staff expectations of what children can do are too high. Planned activities are the same for all children, regardless of their age or stage of development. Activities are chaotic and disorganised. For example, staff ask one-year-old children to sit down at a table to learn about positional language. Staff notice this activity is too difficult for children. They then move children on to a different task, which is still too challenging. Children quickly lose focus and are then invited to make a house with magnetic shapes. As soon as children begin to engage and show an interest, staff explain they need to line up and go to another group. Children are confused about what they are expected to do.

Staff do not manage children's behaviour in an appropriate way. For example, when one-year-old children are asked to kick a ball and hit a tennis ball with a racket, they run off to explore the garden. Staff tell children to sit down and have a 'time out'. Children do not understand what is being asked of them. They quickly get up and try and explore again. The expectations for children's behaviour are too high for their age and stage of development.

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

- The provider has implemented supervision meetings with staff since their last inspection. However, these do not focus precisely enough on improving the staff's practice and the quality of education children receive. Since the last inspection, there have been significant staffing changes and difficulties in recruiting staff. A recently appointed manager is still settling into the role and does not yet fully understand her responsibilities. She does not regularly check staff's safeguarding knowledge is secure.
- The intent of activities is not clear. Staff do not consider what they want children to learn from activities. Two-year-old children make a house from vegetables. Staff provide children with a picture of a house and give children a template of a house they can copy. Staff invite children to taste the vegetables, which children enjoy doing. However, staff quickly tell them to make the house and not to eat too many vegetables. Children lose interest quickly and disengage from their

learning. They are not developing a positive attitude to their learning.

- During routine times of the day, such as nappy changes and when children are washing their hands for snack, staff are not deployed effectively. One-year-old children are left waiting in high chairs, with nothing to engage with.
- Staff do not intervene swiftly when children need additional support. They say they have concerns about some children's communication skills. However, they have not yet discussed these concerns with parents or put interventions in place to support children. This means children do not make the progress they should.
- Staff support children to develop their independence skills. Three-year-old children are encouraged to hang up their coats. They fetch tissues to wipe their nose and place these in the bin. Children proudly tell visitors to the setting they are going to put their snack pot back into their bag because they have finished.
- Most staff are caring and attentive towards children. They pick babies up and cuddle them when they start to become upset. They sing children's favourite songs to them, and they quickly settle. At sleep time, staff sit with children and gently rub their backs until they drift off to sleep. However, at times, some staff struggle to manage children's behaviour because their expectations for children are too high. When children wander away from group activities, staff do not attempt to re-engage children in their learning.
- Staff help children to develop their understanding of the world. For example, they recognised children do not always understand where food comes from. Children access the setting's allotment to find out where different food comes from, such as tomatoes and sweetcorn.
- Parents say the staff support children to understand their feelings and emotions. They say staff are approachable and friendly. Parents feel able to address concerns they may have with staff.

Safeguarding

The arrangements for safeguarding are not effective.

Staff access online training about safeguarding. Despite knowing to report any concerns to the designated safeguarding leads, they do not know how to report concerns to other professionals outside the setting. Staff do not understand about some areas of safeguarding such as county lines. They believe children at the setting are too young to be at risk from extreme views and behaviours. Managers carry out risk assessments to make sure the premises are safe and secure. If children have an accidental injury at the setting, accident forms are completed and given to parents.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure staff have sufficient knowledge and understanding of safeguarding to enable them to take action when they have concerns about a child's welfare	25/10/2022
ensure staff understand who they would report their concerns to if they have concerns about a child, in line with local safeguarding partnership procedures	25/10/2022
ensure staff understand the procedure to follow in the event of an allegation made against a member of staff, in line with local safeguarding partnership procedures	25/10/2022
improve the planning of the curriculum, to ensure it is engaging and stimulating, and builds on what individual children already know and can do	02/11/2022
provide staff with training to ensure they promote children's positive behaviour and manage children's behaviour in appropriate and consistent ways	02/11/2022
provide staff with training, coaching and support to raise the consistency and quality of education	02/11/2022
ensure staff swiftly identify if a child may need additional support, and put appropriate interventions in place.	02/11/2022

Setting details

Unique reference number	2498507
Local authority	West Northamptonshire
Inspection number	10213035
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 8
Total number of places	30
Number of children on roll	26
Name of registered person	Bambooh Education Ltd
Registered person unique reference number	2498506
Telephone number	01295 712964
Date of previous inspection	7 October 2021

Information about this early years setting

Bambooh Nursery registered in 2018. It is located in Middleton Cheney, Banbury, Northamptonshire. The nursery employs five members of childcare staff. Of these, four hold qualifications between level 3 and level 6. The nursery opens from Monday to Friday, from 8am to 6pm, for 51 weeks of the year.

Information about this inspection

Inspector
Emily Lofts

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The provider 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 talked to staff at appropriate times during the inspection.
- 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 manager and the inspector carried out a joint observation together.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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