

Inspection of Bambam's Nursery Ltd

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

Inspection date: 14 December 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time at the nursery. They arrive happy and settle quickly with staff, who they are familiar with. Although parents no longer come into the nursery, staff talk to them each day about what their children do. The online system tells parents about their children's day and what they learn. Children feel safe and are confident, motivated learners. Behaviour is good because staff teach children simple rules. This helps children to understand about the consequences of their actions on others. Children form close relationships with their friends. They learn to share and cooperate well with each other.

Children's well-being is a strong feature in the nursery. The staff are kind and warm. They respond well to any minor distress that children may have. Children learn how to deal with their emotions as staff provide reassurance and comfort. Children are learning to become independent in their own personal care. Staff gently remind them to wash their hands and cough into their sleeve. Children understand that this is to stop the spread of germs. The curriculum has a sharp focus on the skills children will need to be successful in their next stage of learning. Activities take account of children's interests and what they like to do. This means that children engage in play and learning throughout the day.

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

- Leaders and staff have a shared vision of what they want children to learn. Staff obtain information from parents and their own assessments about what children know and can do. This enables staff to plan effectively for children's next steps in learning. Staff liaise with local schools and external agencies to take account of what children need to learn. This helps to prepare children for the move on to school.
- There is a sharp focus on building children's speech and language skills. Staff take time to listen to what children say and provide opportunities for them to respond. Children are learning to make decisions about their own play and learning. They use their past experiences and what they know to build their imagination as they create their own games. For example, when they build a plane to take them to Cyprus and Egypt, they know they will need sun hats and use these as props. Children recall recent events, such as when the Christmas Elf visited and 'played on the swing'. That said, on occasion, some activities lose focus on the learning outcome. This means that children do not always make the very best progress they can.
- An experienced staff team ensures children who may have special educational needs and/or disabilities receive good support. A range of strategies, including individual time, means that children have the best possible start in their education.

- Children's physical skills develop during play indoors and outdoors. They use natural materials to help them learn. Children explore how ice changes when they paint onto it in the outdoor classroom. They smile as they watch the colours mix. They handle tools as they hammer nails into large foam strips, break the ice with small rakes and gather it together. They concentrate as they look closely at the crystals they can see in the ice.
- Staff are skilled in teaching children how to behave. Children concentrate in small activity groups. Children begin to develop an understanding of early mathematics. Some older children count to 10. They are learning about simple addition and subtraction as staff pose questions, such as, 'What if one is taken away?'.
- Children enjoy a social and healthy lunchtime. The nursery has a coloured-plate system that denotes if a child has a specific dietary requirement. This helps to keep children safe. Staff sit with the children to supervise them and engage with them in conversation. They ask questions to encourage children to think, such as, 'Why is the food steaming?'.
- Staff receive regular supervision with leaders. They are aware of their roles and responsibilities. Professional development is accessible online and through face-to-face training. This builds on staff's existing skills and continues to improve the quality of the care and education. Leaders place a strong emphasis on the well-being of the staff team.
- Parents report that partnership with the nursery is good. They receive daily information about what their child is doing and the progress they make. This helps parents to support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Effective risk assessments support the safety of the children at the setting. The premises are secure, and staff check entries and exits of the buildings. Leaders have an overview of any risks to children that may need action. Staff understand their duty to keep children safe. They know the signs and symptoms that may indicate that a child may be more vulnerable or at risk of harm or abuse. Staff know the local authority procedures to take action should they have a concern about a child in their care. Leaders have systems in place to ensure that adults working with children are suitable to do so.

What does the setting need to do to improve?

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

- consider the most effective ways of teaching throughout the day to ensure the best possible learning outcomes for children are consistently achieved.

Setting details

Unique reference number	EY475139
Local authority	Birmingham
Inspection number	10266657
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	1 to 4
Total number of places	49
Number of children on roll	70
Name of registered person	Bambams Nursery Ltd
Registered person unique reference number	RP533625
Telephone number	01217428171
Date of previous inspection	8 August 2017

Information about this early years setting

Bambam's Nursery Ltd registered in 2014 and is in the Sheldon area of Birmingham. The provider employs 16 members of childcare staff. One of the managers holds early years professional status and 14 staff hold appropriate early years qualifications at level 3. One member of staff is not qualified. The nursery opens from Monday to Friday, all year round, except for one week at Christmas. Sessions are from 7.30am to 6pm. The nursery provides after-school and holiday sessions. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Yvonne Johnson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and discussed how the provider organises the early years curriculum across all ages of children attending.
- 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 took account of the views of parents/carers and spoke to staff and children at appropriate times during the inspection.
- The manager and inspector took a tour of the premises and considered what action was taken to ensure its safety and suitability.
- The inspector viewed relevant documentation to demonstrate the continued suitability of the staff and the safe and effective management of 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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