

# Inspection of Bambinos Childcare Centre

31 Houndiscombe Road, Plymouth PL4 6EU

---

Inspection date: 10 July 2023

| <b>Overall effectiveness</b> | <b>Inadequate</b> |
|------------------------------|-------------------|
|------------------------------|-------------------|

---

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Managers do not support staff to manage children's behaviour effectively and, on occasion, staff use physical intervention without reason. Some older children cooperate and take turns with others. However, toddlers struggle to share resources and manage their behaviour as staff do not provide the support they need, to enable them to understand how their behaviour impacts on others.

Managers are clear about the content of their curriculum. However, they do not ensure staff understand how to put it into practice. Additionally, the curriculum does not focus well enough on supporting some children with special educational needs and/or disabilities (SEND) to make progress in their learning and development.

Some children are happy and enjoy their time at the nursery. Some staff engage older children in effective small group activities. For example, pre-school children enjoy finding out about stick insects. However, some staff interactions with children are of poor quality and most children do not make the progress they are capable of, especially in their communication and language.

Managers do not ensure staff are effectively deployed to meet the needs of all children, and to ensure that children settle and behave appropriately towards others. Some staff do not engage with the children they are deployed to support.

Managers do not ensure that staff develop effective relationships with parents. Parents feed back that they do not know who their child's key person is and do not receive enough information about what activities their children do and why.

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

- Managers do not ensure staff have the skills they need to support children's behaviour appropriately. Staff use physical intervention to manage children's behaviour when children do not pose a risk of danger or harm to themselves or others. For example, they pick up older children to move them to make them take part in a small group activity. To resolve disputes between children, staff pick up and separate the children who are quarrelling, rather than guiding children to understand the impact of their behaviour on themselves and others. Leaders and managers do not ensure that staff keep a record of any physical intervention used, and they do not inform parents.
- The key-person system is weak. Managers do not ensure each child has a key person who works directly with their key children. Staff are often unsure who is the key person for individual children and do not know how to best support individual children, to meet their needs. Children often stand and look out of the

windows, unengaged and unsupported by key staff. As a result, some children cry, show signs of anxiety and do not receive the emotional support they need to feel secure and settled and to become confident learners.

- The special educational needs coordinator (SENCo) knows the children who require additional support well. She spends an allocated amount of time with them each week to review and target their individual needs. However, not enough is done to ensure that other staff, including children's key persons, understand what support these children need and how to provide this. While some children spend designated time with the SENCo, during the remainder of their hours at the setting, they receive little support. They spend much of their time wandering, without the interventions or help needed to close any gaps in their learning. Staff acknowledge that they rely on the SENCo to help these children and do not know the strategies and plans in place to target their needs.
- Leaders do not ensure that all staff can support children appropriately with their behaviour. When children have difficulty sharing toys or hit another child or staff, staff do not provide the support or guidance these children need. Staff repeatedly remind children, 'no, we use kind hands'; however, they do not help children to understand the consequences of their behaviour and how to develop respectful and positive relationships.
- Weak staff deployment means that, at times, children do not receive the support they need to meet their care and learning needs. For example, staff cannot complete some tasks, such as changing children's nappies because there are not enough staff on hand to supervise the other children. When staff oversee small groups of children, they are not confident in providing meaningful activities that engage the children. Children become bored and wander or run around. At times, children hurt one another, and staff do not notice as they are busy with other tasks.
- Partnerships with parents are ineffective. Staff do not support parents to be able to extend children's learning at home. Parents report that they receive inconsistent information from staff about their child's day, for example, about what they have eaten or if they have had any toileting accidents. At collection times, parents do not receive detailed information about their children's experiences at the setting as staff do not know their children well enough. Additionally, the information staff record on the 'parents' portal' is not always accurate. Parents comment that they have not received any information from staff about their child's progress and have not been informed of their next steps in learning.
- Although the managers know what they want children to achieve by the time they leave their setting, and they understand the requirements, despite working alongside staff, they are unaware of the extent of the breaches of requirements. The delivery of the curriculum is poor. Leaders do not ensure that staff have the skills to build on what children already know and can do and what they need to learn next. Toddlers and older children wander and become noisy as they struggle to find things to do. Some babies sit for extended periods of time with no interaction with staff. Some staff do not know how to engage children in activities and do not know individual children's learning goals. They sit with children but do not provide learning to help them achieve their next steps.

Although some staff support children, for example to draw a storyboard of a book they have recently read, they have not ensured that children understand what a storyboard is, and children struggle to engage.

- Interactions between most staff and children are poor. Some staff engage older children in conversation. However, the manager does not ensure staff receive sufficient training, support and coaching to interact and support children in their play and develop children's language and communication skills.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are fully aware of their duty to protect children in their care. They are confident in recognising the possible signs of abuse and understand safeguarding matters. Staff are aware of the action they must take if they are concerned about the conduct of leaders or another staff member. The manager undertakes daily risk assessments to ensure the environment and resources are safe for children. Managers follow thorough recruitment procedures and conduct regular appraisals to gather information to confirm staff are suitable to work with children. Entry points are secure so that unwanted visitors cannot gain access.

## What does the setting need to do to improve?

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

|  | Due date   |
|--|------------|
| ensure staff only use physical intervention to manage children's behaviour if necessary, and that they keep a record of any physical intervention used and inform parents of these instances | 14/07/2023 |
| improve the key-person-system to help children to settle and to meet their individual needs  | 31/07/2023 |
| provide individual and targeted support for children who require additional help, including those with special educational needs and/or disabilities (SEND), to meet their individual needs  | 31/07/2023 |

|   |            |
|---|------------|
| ensure staff understand and use appropriate strategies to help children learn how to behave and the impact of their actions on others                         | 31/07/2023 |
| improve the deployment of staff to meet the needs of each child and provide them with good quality care and education   | 14/07/2023 |
| ensure staff develop effective partnerships with parents, to keep parents informed of their children's progress and enable consistency in children's learning | 31/07/2023 |
| improve the monitoring, support and coaching for the staff in order to provide an ambitious curriculum that challenges children and extends their learning.   | 31/07/2023 |

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

|   | <b>Due date</b> |
|---|-----------------|
| improve staff interactions with children to stimulate and build children's language and communication skills. | 31/07/2023      |

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | EY337045  |
| <b>Local authority</b>                             | Plymouth  |
| <b>Inspection number</b>                           | 10300456  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Full day care   |
| <b>Age range of children at time of inspection</b> | 0 to 4  |
| <b>Total number of places</b>                      | 95  |
| <b>Number of children on roll</b>                  | 124   |
| <b>Name of registered person</b>                   | Bambinos Limited  |
| <b>Registered person unique reference number</b>   | RP902541  |
| <b>Telephone number</b>                            | 01752 226766  |
| <b>Date of previous inspection</b>                 | 16 February 2018  |

## Information about this early years setting

Bambinos Childcare Centre is one of a chain of privately run nurseries operated by Bambinos Ltd in Plymouth. The nursery registered in 1997 and moved to its current premises in 2006. It opens from 7am until 6.30pm each weekday, all year round. The nursery receives early education funding to provide free places for children aged two, three and four years. It employs 31 staff to work with the children. Of these, one has a level 6 qualification, one has a level 5 qualification, 15 staff hold relevant level 3 qualifications, four hold level 2 qualifications and 10 are unqualified.

## Information about this inspection

### Inspectors

Victoria Jones  
Sarah Madge

## 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 provider and has taken that into account in their evaluation of the provider.
- The inspectors observed the quality of the curriculum during activities and assessed the impact this has on children's learning.
- The inspectors spoke with the staff and children during the inspection.
- The inspectors spoke to parents during the inspection and took account of their views.
- The inspectors carried out two joint observations with the manager.
- The manager led the inspectors on a learning walk and discussed how she delivers the curriculum.
- The inspectors looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023