

# Inspection of Little Bam Bams Curiosity Village

Unit 6 Newton House, Second Avenue, Pensnett Trading Estate, Kingswinford,  
West Midlands DY6 7YE

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Inspection date: 21 August 2023

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

### The provision is good

Leaders have made significant improvements since the last inspection. They have worked hard to improve experiences for children. Children show confidence in the nursery environment and are keen to choose something to play with from the resources which are easily accessible to them. Babies seek out soft toys and squeeze them to cuddle them. They make 'ahhh' sounds as they hold the toys tightly. Staff stay close to babies and support them as they practise pulling themselves up on purposely positioned low furniture. Babies smile as they manage to stand with support. They have plenty of opportunities to develop their physical skills because the space has been thoughtfully planned for them to move around freely.

Older children delight in a game of hide and seek. They hide their faces behind cushions as staff count before coming to find them. Children wriggle with excitement as they hear staff coming to find them. As staff discover where they are, children jump and laugh with enjoyment. Children then swap roles and count as staff hide from them. They practise their counting skills as they count from one to ten in order. They are proud of their victory when they find where staff have hidden.

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

- Leaders have designed a curriculum which progressively builds on what children have already learned. This supports children's ongoing learning as they transition from one room to another.
- Children develop their independence. Even young children are beginning to serve their own food at mealtimes. After eating, children are given 'jobs' to do. They take plates to the kitchen, help to clean tables, and put drinking bottles away. Children practise their independence skills as they attempt to put their own socks and shoes on and begin to take care of their own personal care needs as they wash their hands after using the toilet. This helps children to become self-sufficient.
- Staff plan enjoyable activities for children. They use what they know about children's interests and developmental stages to offer a range of learning opportunities. However, staff do not always know how to extend learning opportunities for children even further. Children, therefore, sometimes disengage and lose interest in what they are doing.
- Children follow well-established routines. They know that they need to wash their hands and tidy up before mealtimes and willingly do this when staff ask them to. There are times, however, when children sit for prolonged periods at tables waiting for food at mealtimes. Staff attempt to keep children occupied by singing songs to them, but babies in particular begin to get frustrated.

- Children behave well. They show respect to one another and adults. Staff remind them of behaviour expectations and support children to resolve disagreements. For example, when children struggle to share toys, staff explain that there are enough for all children and help them to distribute them fairly. Children respond well to staff and disagreements are resolved quickly.
- Parents comment positively about the care their children receive. They acknowledge the improvements which have been made since the last inspection and are happy with the difference this has made. They particularly mention the improvements in the communication they now receive about their children's day in nursery. They say that they feel listened to, and their children are happy to attend.
- Leaders know how to support children with special educational needs and/or disabilities (SEND). They identify delays in children's development and seek support from external agencies when required. They work closely with parents, so that any support which is put into place for children is implemented consistently.
- Staff undertake training which improves their knowledge and skills. Leaders identify areas of development for staff according to the needs of the children in the nursery. However, what has been learned on training is not yet fully implemented in practice across the nursery. This means that children are not fully benefitting from improved learning experiences.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their safeguarding responsibilities. They can identify signs which may mean that a child is at risk of harm. They know the local procedures they should follow and have processes for recording information to be shared with external agencies. Leaders ensure staff keep up to date with their safeguarding training, including learning about female genital mutilation and the 'Prevent' duty. Staff risk assess the environment children use on a daily basis and remove any hazards which are identified. Leaders have made changes to the outdoor environment, which has improved the safety of this area.

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

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

- look at the way routines are managed to ensure children are not waiting for prolonged periods of time, particularly at mealtimes
- support staff to implement what they have learned on training into the learning experiences they offer children
- review how activities are planned and delivered, so that children's learning can be extended even further.

## Setting details

<b>Unique reference number</b>	2635211
<b>Local authority</b>	Dudley
<b>Inspection number</b>	10307310
<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 8
<b>Total number of places</b>	38
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Little Bam Bams Curiosity Village Ltd
<b>Registered person unique reference number</b>	2635213
<b>Telephone number</b>	07833289488
<b>Date of previous inspection</b>	16 February 2023

## Information about this early years setting

Little Bam Bams Curiosity Village registered in 2021. It operates from a unit on the Pensnett Trading Estate in Kingswinford. A team of 10 staff are employed to work with the children. Of these, two hold a level 6 qualification, one is qualified at level 5, four are qualified at level 3 and three are qualified to level 2. The nursery is open Monday to Friday, from 7am until 6pm. Funded early education is provided for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Christine Ward

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- 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 carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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