

Inspection of Bambooh Bicester

Hendon place, Sunderland Drive, Bicester OX26 4YJ

Inspection date: 15 July 2025

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Leaders and managers have made significant improvements since the previous inspection. Risk assessments have been reviewed and appropriate changes made to the environment to ensure that children are safe. Leaders now maintain correct staffing ratio and qualification requirements. They have improved knowledge to ensure that staff responsible for safeguarding are confirmed as suitable for the role. Staff deploy themselves to ensure that children are supervised effectively.

Staff are kind and caring and have secure relationships with the children, who they know well. Parent partnerships have been strengthened to ensure that there is effective communication and consistency for children. This helps children feel safe and secure. Staff have high expectations of children. Children know the routine and what is expected of them. Staff are good role models, and children behave very well. Activities are planned to support children to learn to share and take turns, which they do well.

Children benefit from a range of activities to support their physical development. Older children hold their arms out as they skilfully balance along beams. They laugh as they run and chase hoops around the garden with their friends. Babies are encouraged to crawl and practise their walking. Through regular gardening days, children enjoy growing plants and learning how to take care of them. They enjoy filling up watering cans and spending time watering the plants.

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

- Since the previous inspection, leaders and managers have worked with outside agencies to adapt and improve the safety of the provision and care provided for children. Staff are supported well through regular one-to-one meetings and have received additional training. For example, recent training has improved staff's knowledge of the curriculum and how this is implemented. This has a positive impact on children's learning and development, and children make good progress from their starting points.
- Staff plan a variety of activities that meet the age and stage of development of children. The curriculum is focused on supporting children to be independent and confident learners who are well prepared for school. Overall, transitions are managed well. However, at times, the youngest children wait for extended periods of time for the next part of their day. This means, at these times, routines do not consistently meet the needs of all children.
- Children's communication and language is supported well. Staff ask children questions to extend their learning and give them the time they need to think and respond. Staff recognise children's individual communication needs and use simple signing with the youngest children to support effective communication. As

a result, children are becoming confident communicators.

- Staff support children's independence well. During breakfast, children learn to butter their toast. They clear their spaces once finished and manage their self-care needs independently. For example, when children have finished their snack, they wipe their faces and hands and put their rubbish in the bin. At tidy-up time they enthusiastically put away toys and equipment.
- Children's mathematical development is supported well. Staff regularly count with children and incorporate number songs and rhymes into the activities. Staff talk to the children about shapes in the environment and introduce mathematical language. For example, children take part in a water activity. Staff ask the children to compare the water in the jugs to see which has more or less. This supports children to learn about simple mathematical concepts.
- Staff support children with special educational needs and/or disabilities well. Regular observations and assessments of children quickly identify any gaps or delays in children's learning and development. Staff seek additional support when required. This ensures that children make the best possible progress.
- Partnerships with parents are good. Staff find out information about children's backgrounds and development prior to the children starting nursery. They regularly share information about children's development with parents using an online platform. This provides parents with information about how they can support children's learning at home. New systems in place provide parents with further opportunities to feed back their views of the nursery.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- review routines to ensure that they are well structured and consistently meet the needs of the youngest children.

Setting details

Unique reference number	2783815
Local authority	Oxfordshire
Inspection number	10404332
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	43
Number of children on roll	38
Name of registered person	Bambooh Bicester Ltd
Registered person unique reference number	2783814
Telephone number	07957449162
Date of previous inspection	11 March 2025

Information about this early years setting

Bambooh Bicester registered in 2024. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The setting provides government-funded places for children from the ages of nine months to four years.

Information about this inspection

Inspector

Nicky Butler

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- 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 is having on the children's learning.
- Parents shared their views of the setting with the inspector.

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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