

Inspection of Child First Banbury Nursery

8 Horse Fair, BANBURY, Oxfordshire OX16 0AA

Inspection date:

13 August 2025

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

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

Children's safety is not assured at this setting. Although daily risk assessments are completed, staff do not assess the environment effectively to identify new risks to children's safety. The arrangements to promote children's safety and welfare are not effective, specifically in relation to risk assessments, staff deployment and food preparation. This does not ensure that children are adequately safeguarded.

Although there are sufficient staff present for the number of children attending, at times during the day, staff do not deploy themselves effectively to ensure children's safety. This includes during mealtimes, meaning children remain eating without being in sight and hearing of staff. This compromises children's safety.

Overall, children are happy and settled in the welcoming setting. They form close relationships with the kind, caring staff. While there is an appropriate curriculum in place, there are inconsistencies in the quality of education younger children receive. Older children benefit from more effective teaching. Children engage quickly in the wide range of activities staff plan for them. For example, older children excitedly plant seeds to grow their own flowers. They listen carefully to staff instructions and answer questions by recalling previous learning. This embeds children's knowledge and helps children to learn about nature and the world around them.

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

- Leaders and managers do not have effective oversight of the nursery. They have not ensured that staff understand their roles and responsibilities to identify and manage risk. For example, rugs in the youngest children's room are not secured, posing a risk of children tripping. Exposed wood in the garden puts the children at risk of splinters and newly decorated rooms have not been effectively checked for nails in the wall. However, once these were raised with the management team, immediate action was taken to remove the risks.
- Not enough consideration is given to promoting younger children's safety at mealtimes. Staff supervision of children at this time is inconsistent. At times, children are left eating without appropriate supervision. Some staff are distracted and not focused on the task of supervising children to keep them safe. Additionally, the presentation of food is inappropriate. Children are presented with large pieces of potato, chicken and fruit that have not been cut up appropriately. This poses a choking risk and does not meet food safety guidelines.
- Managers have a clear and appropriate curriculum. For babies this focuses on children developing secure attachments, some independence, beginning to use simple words and possibly simple sentences. They also want children to have

opportunities to develop their physical and self-care skills. For example, to be able to walk, use cutlery and drink from an open cup. However, teaching for these children is inconsistent. Not all staff fully understand the curriculum and learning intents they need to focus on with individual children. Some children with emerging gaps in learning do not get the interactions they need and are not encouraged to join in with play and activities. This leads to them just observing or wandering aimlessly. This does not support children's learning effectively or help them to make the progress they are capable of.

- Overall, parents are happy with the support their children receive and the progress they make. Staff work closely with parents to ensure that they have up-to-date information to inform children's individual health care plans. However, staff do not make all parents aware of who their child's key person is or what the planned next steps are for their child. In addition, staff do not always follow up on concerns parents raise, meaning parents are unsure of the next steps they need to take.
- Children behave well and know what is expected of them. Staff plan activities for the older children to help them learn to share and take turns. For example, children wait patiently for their turn when playing group games, they encourage and support their friends as they have their turn.
- Overall, children with special educational needs and/or disabilities are supported well. Staff work closely with parents and other agencies to ensure that children get the targeted support they need. Staff adapt their communication methods to meet children's individual needs. For example, they use simple signing to help children communicate. However, at times, communication with parents is not fully effective and they are unsure of any next steps to be taken to support their child.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

	Due date
implement and monitor rigorous risk assessments to ensure all potential hazards are identified, minimised and managed effectively, to keep all areas safe for children	27/08/2025

ensure that food for the youngest of children is prepared appropriately to meet their needs and that drinking water is readily available for all children at all times	27/08/2025
improve staff deployment to ensure that children are supervised effectively at all times, particularly during mealtimes.	27/08/2025

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

- support staff to understand and implement the curriculum to meet the learning needs of the youngest children
- improve the arrangements to share information about children's key person with parents, to promote effective communication sharing and support.

Setting details

Unique reference number	2579605
Local authority	Oxfordshire
Inspection number	10412119
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	120
Number of children on roll	150
Name of registered person	Bright Stars Nursery Group Limited
Registered person unique reference number	RP538317
Telephone number	01295273743
Date of previous inspection	1 August 2022

Information about this early years setting

Child First Banbury Nursery re-registered in 2020 and is situated in Banbury, Oxfordshire. It offers care all day, Monday to Friday, throughout the year. The provider employs 33 members of staff, of whom 19 hold recognised childcare qualifications between level 2 and level 6. The provider is in receipt of funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspectors

Nicky Butler

Clare Perry

Inspection activities

- 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.
- Staff spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 observed the interactions between staff and the children.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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