

Bubbles Nursery

Old Laundry, Clenchers Mill Lane, Eastnor, LEDBURY, HR8 1RR

Inspection date

20/11/2012

Previous inspection date

26/08/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- The setting is a busy and industrious place for children to learn and develop as they access a range of resources and activities to sustain their interest and enjoyment.
- The setting is wholly inclusive and children with special educational needs or those for whom English is an additional language are fully supported and integrated.
- There is a strong management team in place which respects and recognises staff's individual strengths. Staff are encouraged to use their personal interests and abilities to help to move the setting forward and improve the opportunities and outcomes for the children who attend.
- There is an effective key person system in place to provide children with stability and continuity between home and the setting and to help them to form secure emotional attachments.

It is not yet outstanding because

- Observations are not always used to identify children's next steps or linked to planning to ensure that children make progress in all areas of learning and development.
- Not all staff are wholly secure in their knowledge of the procedures to follow should they need to seek additional advice or make a referral to the relevant authorities.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in all areas inside and outdoors.
The inspector looked at children's records, planning, assessments, evidence of suitability of practitioners working within the setting and other required documentation.
- The inspector sought the views of parents.
- The inspector held ongoing discussions with the registered provider / manager.

Inspector

Becky Johnson

Full Report

Information about the setting

Bubbles Nursery was re-registered as a privately owned day nursery in 2009. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the old laundry building in the village of Eastnor, Hertfordshire. It operates from four rooms and is accessible to all children. There is a fully enclosed area available for outdoor play. The nursery serves the local and surrounding areas.

The nursery employs 16 members of child care staff all of whom hold appropriate early years qualifications at levels 2 and 3. Two members of staff are working towards gaining a childcare degree. The nursery opens Monday to Friday all year round except for a week at Christmas and at Easter. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 79 children attending; 70 of whom are within the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities. The setting provides before and after school care for children who attend the local school and runs a holiday club provision.

What the setting needs to do to improve further

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

- ensure that children's next steps of learning are clearly identified and link observation, planning and assessment together to provide activities to move children forward to their next development and learning goal
- raise staff's awareness of safeguarding procedures to ensure that they are all secure in their knowledge of how to seek further advice or make a referral.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children have a wonderful time in this friendly, busy environment and the sounds of happy, industrious children reverberate through the setting. They are well supported in their development by knowledgeable staff who endeavour to provide a range of activities to sustain children's interest and enhance their learning. Although planning is in place it is currently being updated and simplified into a workable system for staff. Observations are carried out and children's next steps are identified. However, they do not yet link effectively with the planning to ensure that all children continue make progress in all areas of their learning and development. Children's learning journeys are also in the process of being updated to enable parents to become fully involved in their child's learning and to develop their understanding of the areas of learning that children are working towards.

Children make good choices in their play. They are supported by confident staff who fully understand the concept of child-initiated play and who provides them with opportunities to develop their own learning styles. They have a good understanding of the prime and specific areas of learning that children need to cover and are adept at adding and

developing activities to ensure that these are met and to enrich children's learning experiences. For example, staff provide children with the ingredients to make their own play pastry and allow them time to enjoy making it into 'pies and pancakes' before adding lollypop sticks to develop shape and counting skills within an activity that children are enjoying.

Communication throughout the nursery is very well supported. Staff in the baby rooms reinforce the sounds that children make and spend time helping them to develop their basic communication skills. Older children's language is very well developed. They chat happily together and share familiar experiences with their peers. For example, when talking about being fire-fighters and jumping in the muddy puddles. Staff sensitively support children who have limited communication by using pictorial prompts or gestures alongside the spoken words. Children enjoy looking at books. They sit happily with their friends sharing their favourite books and reciting familiar stories including loud scary 'Grrrrrr' noises when the monster comes. Staff skilfully allow children this time before telling the story with intonation and expression whilst still encouraging them to join in with their favourite parts. Babies and younger children are supported to investigate and explore new textures and objects with the use of treasure baskets. They laugh and shout with delight as staff play peepo through wooden rings and bangles and discover new textures as they play with scarves and materials such as foil blankets.

Children learn about the wider world as they regularly go on trips in the surrounding countryside or on the nearby castle estate. Here they experience pond dipping and dig for treasure or take part in forest school activities, such as climbing trees and toasting marshmallows over the fire. They learn to respect elderly people as they visit a nearby home and sing songs to the residents or act out their annual nativity play. They collect the eggs for them from their chickens, visit the garden and staff organise an Easter bonnet parade which children and residents thoroughly enjoy taking part in. They have links with the local church which older children visit. They learn about other cultures as they celebrate festivals, such as Diwali and are currently with the help of parents learning about Polish religious festivals that some children attending will celebrate.

The contribution of the early years provision to the well-being of children

A well established and effective key person system helps to promote children's well-being and independence. Staff are very supportive of the children and this helps them to form secure emotional attachments. Children demonstrate their feelings of security as they happily interact with the staff and seek them out for a cuddle when they become tired. Staff give children time to develop relationships with them before a key person is chosen. Children's health is well promoted and there are clear and consistently applied systems in place to protect them from infection. For example, nappy changing routines are robust and staff are vigilant in maintaining cleanliness. Older children learn to become independent in managing their own personal needs. Children enjoy healthy meals and snacks. Older children help themselves to the broccoli and potatoes which accompany the roast chicken as staff tactfully remind them to make sure they leave enough for everyone. Younger children are supported to feed themselves and staff sensitively encourage them in this learning experience. Mealtimes are sociable occasions as staff and children sit

together around the table. Sleep time is a personal, soothing time as staff put children into cots or on beds in a softly lit room where gentle music is playing.

The premises are well maintained and resourced to provide children with a stimulating environment in which to learn and develop. Ongoing in-depth risk assessments ensure that any potential hazards are identified and minimised. Accident records link to risk assessment and any concerns are immediately dealt with to ensure children's safety when at the nursery. Children learn about their own safety as staff incorporate gentle reminders of how to use resources safely as they play. For example, when using the scissors. Children behave well and there are effective systems in place to support and encourage positive behaviour and self-esteem. For example, staff act as positive role models and give out lots of praise for all achievement no matter how small. Children form good relationships with both adults and their peers. They work happily alongside each other as they learn to share and take turns. They are extremely polite and use please and thank you as part of their normal daily routine. Children learn to adopt healthy lifestyles. They access outdoors in all weathers proudly showing off their wellies with beautiful bows and character hats and gloves. Once outside they industriously scoop leaves into the wheelbarrows using spades or their hands and then throw them into the air chasing and jumping on them amidst squeals and shouts of great delight. Younger children's physical development is fostered as they crawl through tunnels and rings and balance carefully along low beams before jumping off.

The effectiveness of the leadership and management of the early years provision

All staff are aware of their roles and responsibilities in protecting the children in their care. They understand the signs and symptoms to be aware of and know that they must inform the registered person if they have any concerns. However, not all staff are fully secure in their knowledge of the procedures to follow should they need to seek additional advice or make a referral themselves. Recruitment procedures are robust. All staff are checked thoroughly before being employed and induction procedures are in place to help and support new staff and students. Appraisals are used to identify any areas for improvement and staff are encouraged to extend their knowledge and expertise by attending training. The registered person is keen to involve and encourage staff to use their individual interests and expertise to enhance the setting and improve the outcomes for children. For example, with the introduction of a room transition scheme. Partnership with parents is good. Parents are valued and their views are sought through the use of questionnaires. Comments for improvement are welcomed and acted upon. For example, a board now displays photos of staff and their names and security has been improved with the regard to the main door. Parents are happy with the setting and comments received are very positive. They say that staff are very caring and amenable and that information sharing is good. They are happy with their child's care and especially like the activities that children take part in within the local community. The setting works cohesively with the local school and other settings that children attend to ensure that the transition between nursery and school is a positive experience for the children. Good partnerships with other professionals involved with the children helps them to reach their development goals given their starting points and capabilities.

The registered person is clearly able to identify the strengths and weaknesses of the setting and systems are in place to support this. She is proactive in implementing the changes necessary to sustain improvement. Equality of opportunity is very well promoted and all children are welcome in the setting. Children with special educational needs and those who speak English as an additional language are exceptionally well supported and parents are extremely pleased with the progress that children have made since starting at the setting. Above all children have fun in this setting and the skills they learn help them to prepare them for school readiness and lay firm foundations for the future.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY391346
Local authority	Herefordshire
Inspection number	887818
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	79
Name of provider	Sheila Bee
Date of previous inspection	26/08/2009
Telephone number	01531 632425

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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