

# Bubbly Nursery

Bertie Road Resource Centre, Bertie Road, LONDON, NW10 2LH

## Inspection date

Previous inspection date

12/12/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- Staff engage and excite young children through singing songs which encourage them to participate and anticipate their favourite words or endings.
- Staff organise the daily routine to ensure that children of differing ages have opportunities for adult-led activities which meet their individual age and stage of development.
- Children settle well at the nursery because staff welcome them and their families warmly and provide them with comfort and affection.
- The manager supervises the work of all staff giving clear expectations and direction of how to consistently follow procedures and maintain good quality provision for children.

### It is not yet outstanding because

- Staff do not always find ways to challenge older children in the outdoor space, hence children cannot always take risks and test ideas, and learn to negotiate the outdoor space.
- Staff do not always maximise the potential of outdoor learning by adding more resources in the outdoor area for older children to explore. Hence children do not always benefit from having real experiences in play.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector spoke to staff, children and parents.
- The inspector observed the children playing in all the rooms, and the outdoor areas.
- The inspector observed a joint observation.
- The inspector sampled policies, documents and children's files.

## Inspector

Anahita Aderianwalla

## Full report

### Information about the setting

Bubbly Nursery Ltd is privately owned. The nursery was first registered in 2007. The nursery re-registered as Bubbly Nursery Ltd in 2013. The nursery operates from Bertie Road Resource Centre in Willesden in the London borough of Brent. All children have access to an enclosed outdoor area. The nursery is registered on the Early years Register and the compulsory part of the Childcare Register. The nursery is open each weekday from 8am to 6pm for 51 weeks a year. The nursery receives funding for the provision of free early education for children aged three and four years. The staff support children with special educational needs and/or disabilities and also children learning English as an additional language. The nursery is closed for one week at Christmas. The nursery employs 15 staff, including the manager, of whom, all hold suitable early year's qualifications. In addition, the nursery employs a cook.

### What the setting needs to do to improve further

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

- provide further opportunities for older children to regularly take risks and test out ideas in the outdoor area
- increase the amount of resources in the outdoor area for older children, so they can access a broader variety of different textures and materials in their outdoor play.

### Inspection judgements

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

Staff undertake observations of children and use these to monitor their progress and plan for their next steps in learning. The records staff keep show when children do not make progress as expected and staff quickly seek further support for the children. Staff work closely with the local special educational needs coordinator and local authority development workers to develop individual plans for children's learning. These pinpoint small targets, that staff monitor closely. The nursery encourages parents to read children's learning journal and have timely meetings to share the required progress checks completed for two year olds. They discuss concerns and highlight children's achievements, and involve parents as they share the future targets for progress. As a result, all children make good progress given their individual starting points.

Staff encourage a sense of family and community at the nursery where all children take part and join in. Children make many choices about what they play with and where they play. This encourages children to become independent learners who lead their own play.

and follow their own ideas. Staff are skilful in engaging children in meaningful discussion, including children who are learning English as an additional language. They ask open-ended questions which encourage children to think and extend upon what they already know. Staff teach children about the decorations they have made for the Christmas tree and children readily share their thoughts about their favourite colours and what they will be doing over Christmas. They are animated and expressive in their language as they talk about the decorations they have made. Staff listen to what children say to show them it is of value. When talking with children, staff get down to their level and maintain eye contact and use facial expressions and gestures to help them to communicate with children who have special needs/and or disabilities. This enables all children to become confident communicators who express their needs and ideas clearly.

There is a rich display of words and letters in the environment, which supports children's early reading. Children are very adept at using writing materials to form recognisable words. This is because they have good opportunity to practise early writing in all areas of the nursery. For example, in the garden, they use chalks to produce patterns and letters.

Children gain control of the muscles in their hands through using construction materials and playing with small world figures. Children develop their larger muscles as they build with large wooden blocks. In the garden young children run, ride bikes and balance in multiple ways as they test out what they can do. Older children confidently ride bikes and scooters around an assortment of cones laid out on the grassed area. In the main, the staff plan, good challenge for older children, as they have opportunities to climb, run and play games. However, on the day of the inspection, the activities set out did not maximise older children's opportunities to fully challenge them and test out their own ideas or take risks. The staff provide a large variety of different materials and natural materials in daily play, such as real vegetables for younger children to touch and explore in daily play and for older children to learn to cut, with knives as they pretend to make 'mash potato' for their soup in the home corner. In addition, natural materials are well used in the outdoor area for younger children, such as chalk, water and sand. Older children have use of a sand pit and some plant pots filled with mud, and there are future plans to build a mud kitchen. However, staff do not provide regular access to the use of any additional resources with the sand and plant pots. For example, spades and forks to dig in the pots, and metal or wooden pots and pans to fully enhance their imaginary play in the sand pit. Hence, older children do not always benefit from 'real experiences' in their imaginary play.

Staff organise the flexible daily routine to enable time for children to have a good balance between adult-led group time and child led play. Younger children choose stories and spend time pointing at familiar objects and characters. They spend time sitting with the staff and when their interest wavers staff encourage them to choose toys and activities which appeal to them. Children engage in lively story telling sessions. Staff use different voices and tone to engage children as they sit silently listening. Children enjoy singing with staff and they begin to anticipate change and start to become excited as they shout out their favourite parts. They predict the end and join in with great squeals of delight. Children are eager to sing, count and express what they know. This enthusiasm for learning and joining in prepares them well for their future learning and readiness for school.

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

Staff place strong importance upon what parents know about children and gather information from them before children begin at the nursery. This enables staff to get to know children's likes and dislikes and what interests them. Staff talk to parents as they drop children off in the morning. Staff greet children and their families warmly. Children respond by raising their arms up for a cuddle and staff oblige, helping children to enjoy close contact with their key person. These strong relationships mean that children form close attachments to the people who care for them and feel secure in their care. This enables children to be emotionally prepared for learning. Consequently, children are keen to explore, investigate and take advantage of all the nursery has to offer.

Staff are good role models and teach children to take responsibility for their environment. Children tidy away toys before changes in their routine. This activity helps them to maintain a clear and organised space for play and learning while also preparing younger children to understand the importance of looking after the toys.

Staff use good teaching methods to enable children to learn to wait for short periods of time, such as during snack time. Staff engage them in arm movements and copying games. They name their body parts as they point to their head, heart and shoulders to prevent them from becoming restless. Children play together well, sharing toys and taking turns. Staff remind children of expectations for behaviour, such as sitting down on chairs. Staff give children clear reasons for why they should do something, such as placing their chairs under the table after eating so that they prevent others from tripping. This means that children understand how to behave well and to keep themselves safe.

Overall, staff encourage children to experience some risk and challenge by encouraging them to test out what they can do. Children play in the garden frequently enjoying the fresh air and exercise as part of their routine. They learn about healthy eating through having a choice of vegetables and a wide selection of fruit at snack times. This helps them to understand about good choices. Staff prepare children well for changes. They work closely with the local school to share children's progress and to support children as they move on into school. Staff plan activities for older children to encourage their independence and self-confidence to ensure that they are ready and become familiar with aspects of learning they will follow later.

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

Arrangements for safeguarding children at the nursery are good. Staff risk assess the nursery and supervise children well during their play. Any accidents to children are thoroughly reviewed and prompt action is taken to remove any potentially hazardous equipment and review risk assessments prior to using them again. The nursery management maintains safe, legal requirements for adult to child ratios at all times and record the accurate times of arrival and departure for all staff and children. Staff follow

policies and procedures which underpin their practice. They are aware of the signs and symptoms that might cause them concern about children's welfare and to whom to report these.

Induction of new staff is effective in checking that those who work with children are suitable to do so. The manager communicates her high standards to the staff team. She supervises staff positively and thoroughly supports their choice of training they wish to attend. She works well with the senior staff who ensure that staff team are able to voice any concerns or add to the planning by bringing new ideas, to help improve practice or the environment. The stable staff team enjoy their work and are supportive of each other.

Staff offer guidance to student practitioners helping to build their confidence and increase the quality of their interactions with children. Staff undertake regular training to refresh and enhance their knowledge and skills. The manager has completed a degree in child care and has booked herself and other staff on several other courses. She seeks to enhance her knowledge and cascade her learning to the staff team.

The manager monitors the Early Years Foundation Stage provision very well. She and her senior staff ensure they have reviews and meetings with staff to check on the methods the staff use to monitor children's progress are accurate and well documented to ensure that all staff are meeting the children's individual learning needs. This reflective approach to record keeping means that children's learning journals are concise and informative. Staff are able to assess children's development closely and recognise when children exceed expectations or need extra support. Staff encourage parents to share their own observations about children's learning and development to inform the progress check at age two years for relevant children. This means that it gives an accurate account of what children can do and their achievements to date.

The nursery manager and staff form productive working relationships with other professionals and draw upon their knowledge and experience when planning for children's next steps in learning. Parents find the staff to be friendly and approachable enabling them to raise any concerns they might have and feel confident in those who care for their children.

Staff provide various ways in which they involve parents, such as daily discussions with the key person, formal meetings with parents to review their child's progress and detailed parent booklets that give detailed information on all the policies and procedures of the setting. This helps to provide a channel for sharing information about what children enjoy doing at home. Relationships with parents are strong as the meaningful two-way exchanges of information between nursery and parents ensure that all children experience continuity in their care and learning.

## **The Childcare Register**

The requirements for the compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY464387
<b>Local authority</b>	Brent
<b>Inspection number</b>	920251
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	35
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Bubbly Nursery Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02084511511

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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, which are usually the childminder's 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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