

Bubbles @ Caversham Park

Milestone Centre, Milestone Way, Reading, RG4 6PF

Inspection date

Previous inspection date

02/06/2014

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 reliably identify children whose learning and development is above or below the expected developmental band. They clarify what actions they have taken to ensure those children make sufficient progress.
- The strong ethos on developing understanding, tolerance and respect for different faiths is evident in the everyday actions of the children.
- Staff follow safety and security measures carefully to ensure they supervise the pre-school children effectively.
- Staff have a very good understanding of how to help children prepare for the change to school life as they have clearly identified a programme of improvement in this area.

It is not yet outstanding because

- The acoustics in the main hall provide an unfavourable listening environment as the sounds of busy children bounce off so many hard surfaces and make clear speech patterns difficult to hear.
- Not all parents and carers are able to engage with their children's activities and learning at the end of each session, as updates tend to be verbal and depend upon the availability of staff.

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.

Inspection activities

- The inspector observed a wide range of activities across all areas of the pre-school and talked with staff and children about what they were doing.
The inspector reviewed documents and procedures relating to safeguarding,
- staffing, supervision, risk assessment, equal opportunities, health and safety, and checked a selection of other policies.
The inspector sampled a range of children's records, the pre-school's systems for
- planning, evaluation and exchanging information with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector met with the leadership team and conducted a series of small joint observations with the manager.

Inspector

Helen Robinshaw

Full report

Information about the setting

Bubbles @ Caversham Park registered in 2013 and is a private organisation affiliated with Greyfriars Church. It is registered on the Early Years Register. The pre-school operates from the Milestone Centre, in Caversham, near Reading in Berkshire. Children attend from the local surrounding areas. Children have access to a large main play room and messy play room. The pre-school also uses the sports hall and adjacent public park for outdoor play.

The pre-school is open from 8.30am to 3.30pm during school term time only. Children may attend for a variety of full-time or part-time sessions. The pre-school is in receipt of funding for the provision of early education for two-, three- and four- year- old children. Staff welcome children with special educational needs and/or disabilities and children who are learning English as an additional language. There are currently 57 children on roll, all of whom are in the early years age range.

The pre-school currently employs five members of staff who work directly with the children. One member of the team holds a recognised early years qualification at level four, one member at level three and two at level two. One apprentice is training for a level two qualification. All staff are currently enrolled in training to continue their professional development.

What the setting needs to do to improve further

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

- strengthen strategies to engage all parents and carers in children's learning by providing a more accessible update on the day's activities at the start and/or end of the day

- identify and implement measures to improve the listening environment in the main hall so that staff and children can hear each other's speech clearly

Inspection judgements

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

Children are making good progress in their learning and development at this interesting and happy pre-school. Staff deliver educational programmes covering all areas of learning and plan activities to further develop each child's knowledge and skills. For example, staff captivate children's interest by changing a role-play area into a supermarket. Resources such as bags, and baskets, produce and cash tills are easily accessible. This enables

children to represent and act out their own experiences with their friends. Staff listen and observe as children explore their own ideas. When staff dip into children's play, it is to model new language to help children communicate their intentions, or help them negotiate a price. Staff add a range of familiar packaging that help children to recognise everyday labels and logos. Children talk about the sizes and shapes of boxes as they try to fit them into their shopping baskets. As children choose produce from the fruit and vegetable counter, they debate the names of less familiar foods. Staff use such opportunities to support children learning English as an additional language to master everyday vocabulary. Staff also build on children's interests by helping them to think about the food that is healthy and gives their bodies energy. Children begin to choose their shopping more carefully and think about where their fresh food is grown. Children also handle and compare the differences between coins. They sort biscuits by shape and colour and match the appropriate number of biscuits to pre-printed numbers. Staff observe how children learn and make a note to re-introduce the weighing scales the following day. Children engage for long periods, choosing and exploring their roles and activities as they learn through their play.

Consistent good quality teaching stems from staff's knowledge of the children in their care, their current achievements, and appropriate expectations for future development. Staff routinely observe, record and review children's progress and share this information with children's parents through well-presented learning journals and parent meetings. Observations and photographs illustrate children's skills across a diverse range of activities. Staff use these observations to plan new activities that will continue to engage, challenge, and inspire children. Staff prepare written reviews of progress each term, and identify next steps for further focus. These regular updates help parents and staff to notice and attend to any gaps in children's learning and monitor their progress over time. Consequently, staff make prompt referrals for specialist guidance where they identify gaps or delays in learning. Staff and parents are also able to add in more specific teaching strategies and consistency in practice across home and school. For example, parents and staff link enjoyable trips to the duck pond with water play to extend concepts such as big and small ducks, 'lots of' or 'only one' duck on the water. Parents commend the senior staff for their informed help and guidance as they work through lengthy waits for specialist support.

Staff value parents' comments on how the pre-school is developing and encourage parents to add to their children's learning journals. Some parents do use 'wow moment' slips, 'achievement sheets' and photographs to share special times at home with the pre-school staff. Children take pride in showing their individual journals to their friends and other adults. These prompt children to remember and talk through stories of their adventures, their friends, and their successes. New parents and carers are not so familiar with their children's pre-school life. New children's learning journals are not yet established and little information about the children's rich and diverse daily activities is on display in the entrance hall. Staff are however working towards other ways for families to meet up and become part of the pre-school community, including preparations for a summer fete.

With changes in management and routines, staff have worked particularly hard to settle all children into the new pre-school. Each child has a 'key person' who makes a point of getting to know individual children and their families well. This enables her to tailor care to meet the specific needs of each child and provide stability and reassurance as required. Currently only senior staff take on the key person role, with junior staff acting as a 'buddy' who also attends to the individual needs of specific children. At present, key person groups are organised according to age, which works well as staff prepare the large group of older children for their move to school. For example, at story time, younger children gather in one cosy area where the focus is on listening and attending. The older children gather in another area where staff expect them to remove their shoes before sitting on a new rug. This not only encourages respect for their environment, it also helps children develop independence in managing their personal needs ready for school.

Staff have a very good understanding of how to help children prepare for the change to school life as they have clearly identified a programme of improvement in this area. Following recent visits to the local primary schools, all staff appreciate the routines and expectations their children will encounter. Thoughtful staff weave some of these new concepts and rules into their own practice. They teach children how to manage their own belongings, tidy away resources and negotiate politely within group activities. Playground games take on a new dimension as children learn the rules of different games and mixing with larger groups of children. Staff also chart children's individual personal, social, and emotional development to ensure they add further practice in areas where children are not so skilled. As a result, children are very well prepared socially and emotionally for their moves to school and have more confidence to take such changes in their stride.

Staff are highly aware of children's safety and of teaching children to think about how to keep themselves safe. The back door of the pre-school opens onto an enclosed play area with an exciting range of age-appropriate apparatus. Staff encourage and facilitate as children dare to climb to new heights, and learn to stand clear as friends come down the slide. Children scoop up the soft play bark to use in their outdoor kitchen and rake it back in to keep the area safe and ready for the next group of children. An area of hard standing provides an ideal space for tabletop games and developing early writing skills while a further enclosed area of lawn provides an additional space for games, songs, and storytelling. Both the outdoor and indoor learning environments are highly stimulating, well organised, and carefully managed by staff. However, the acoustics in the main hall provide an unfavourable listening environment as the sounds of busy children bounce off so many hard surfaces and make clear speech patterns difficult to hear. This has an impact on both the children and the staff as they tire of competing against raised levels of background noise in free play activities. All children learning new vocabulary and speech sounds, and especially those learning English as an additional language, find it harder to hear and sound out subtle differences in words.

Children of all faiths attend the pre-school and staff help children celebrate festivals, traditions, and cookery from all around the world. The pre-school is one of three settings owned by Greyfriars Ministries Ltd, which is a Christian organisation. Children particularly enjoy the weekly 'big sing' when they are joined by musicians from Greyfriars church. There are also strong links with the local church that support children and their families at

the pre-school and across the surrounding community. The strong ethos on developing understanding, tolerance, and respect for different faiths is evident in the everyday actions of the children. Their behaviour is generally particularly good as staff place such a high emphasis on learning to treat each other with patience, grace, and courtesy. Children are happy, actively engaged in exploring their own interests and capable of working well with others in this lively pre-school.

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

Leadership and management of the pre-school are good with a clear and supportive structure and division of responsibilities. The leadership team from Greyfriars Ministries Ltd includes qualified early years teachers with considerable experience in meeting the requirements of the Early Years Foundation Stage. The manager has worked with the team for several years and is enthusiastic and capable in transferring well-trying practices to a new setting. The new team already work well together and are keen to apply ideas from their latest training alongside established teaching techniques. Education programmes therefore include a broad range of experiences, presented by an increasingly confident team to ensure children make good progress towards the early learning goals.

The quality of activities staff plan and their observations and assessments of children's progress is good. This is because the manager's expectations are clear, and robust monitoring systems are in place. A secure knowledge of children's progress each term means that staff and parents quickly identify any gaps, delays, or strengths that require an additional focus. Early identification of children's needs helps staff to secure timely interventions within the pre-school and, where necessary, make referrals to outside agencies. The manager is already fostering helpful links with staff from the local children's centre, a pre-school support network, and speech therapy services. She is also quick to pass on useful information from her own training updates and those of her colleagues. The parent table in the entrance hall is rich in ideas for developing communication skills and locating specialist services. Parents find the pre-school staff approachable and friendly and note how much their children enjoy attending the pre-school.

The pre-school is at the heart of the local community and still has close links with the Caversham Park Village Association who own the building. A careful balance of security, child protection, and outreach into the community exists. This helps to ensure the safety of the pre-school children in the outdoor area, which is also open to the public. The diversity of the play area facilities and surrounding woodland, wildlife and grassland areas mean there is plenty of space for children to investigate, develop their physical skills, and socialise. The pre-school has clear and well-understood policies and procedures for assessing any risks to children's safety. Staff complete routine procedures for risk assessments in all parts of the pre-school and regularly update assessments for outings into the community. Children enjoy walks to the local duck pond and shops, outings by bus to the theatre and to major celebrations at Greyfriars church and pre-school. Staff from the parent setting provide further helping hands on such big adventures. Children at this very new pre-school already benefit from an exciting programme of activities carefully

thought through by staff who keep safety in mind at all times.

The leadership and management team clearly understands the safeguarding and welfare requirements of the Early Years Foundation Stage. There is a continued emphasis on developing staff's knowledge in safeguarding children and helping them implement all the measures to protect children appropriately. Contact details for MASH the Multi-Agency Safeguarding Hub (MASH) and for Ofsted are on display for parents and staff to access easily should they need to. Pre-school policies are also available for parents to review should they be interested in the thinking that underpins their good practice. Systems for vetting, recruiting, and inducting staff are robust. Regular supervisions and performance management help to ensure that all staff continue to be suitable to work with children. These procedures all help to make children's safety the highest priority and keep staff focused on making the environment safe for children.

All staff have recent training in paediatric first aid and so they can attend to children's needs promptly in an emergency. Policy and procedures are in place for obtaining parental consent to administer medicine as appropriate. The pre-school keeps written records of accidents, injuries, and first aid treatment. Staff inform parents as required and evaluate safeguarding practices across the setting on a regular basis. Staff and children practise evacuation drills at different times of day and the week. Parents appreciate the security in place around the building that helps keep their children safe. Parent participation in evaluating changes in the pre-school is high and further opportunities for parents to comment are routinely available. Parents and carers note with approval the improvements made by the new management team. They are also keen to support plans to strengthen continuity of learning across home and pre-school, and develop further links across the community. This is a young dynamic pre-school, where staff and management are building on a very secure foundation.

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

Unique reference number	EY472551
Local authority	Reading
Inspection number	947916
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	57
Name of provider	Greyfriars Ministries Limited
Date of previous inspection	not applicable
Telephone number	01189471989

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Type of provision

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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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