

# Bubbles Day Nursery

Bubbles Day Nursery, 98 Grange Crescent, LINCOLN, LN6 8DA

## Inspection date

Previous inspection date

22/05/2014

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 complete regular and precise assessments of children and use these effectively to plan suitably challenging activities. Consequently, children make good progress.
- Children are warmly welcomed into this nurturing environment. This helps children to feel safe and secure, which successfully develops their confidence and supports their emotional well-being.
- The strong partnerships with parents, based on effective communication and established relationships, result in children receiving a consistent approach to their care and learning.
- Staff have a secure understanding of safeguarding, which means children are kept safe from harm.
- Leadership and management is a strong aspect of this nursery. The management team have identified and addressed all key areas for development since the previous inspection and are proactive in self-evaluative practice. As a result, children's learning experiences continually improve.

### It is not yet outstanding because

- There is scope to enhance the monitoring of staff practice, so that children's progress is maximised to the optimum.
- Occasionally, group times in the toddler and pre-school rooms are too large and too long. As a result, some children become restless and gain little from the experience.

## 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 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 activities in each room of the nursery and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the manager of the nursery, the owner, the regional manager, children and the room staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the nursery's self-evaluation and development plan.
- The inspector took account of the views of parents spoken to on the day and looked at recent parent questionnaires.

## Inspector

Sharon Alleary

## Full report

### Information about the setting

Bubbles Day Nursery was re-registered in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. This was due to an organisational change. It first opened under the current owner in 2009 and is one of three settings in a small chain. It is privately run and operates from two converted houses situated in the south east area of Lincoln, Lincolnshire. Children are cared for in three main rooms and have access to an enclosed outdoor play area. The nursery serves the local area and is accessible to all children. There are currently 21 staff working directly with children. Of these, two hold appropriate early years qualifications at level 6, eleven at level 3 and four at level 2. There are currently 149 children on roll, 101 of whom are in the early years age range. Children attend for a variety of sessions. The nursery opens Monday to Friday, all year round from 8am until 6pm except for bank holidays and for a week at Christmas. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery receives support from the local authority.

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

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

- enhance the already good practice of staff monitoring practice more stringently, so that children's progress is maximised to the optimum
- review toddler and pre-school group time activities, so that they are appropriate for the age and stage of development and enhance children's ability to concentrate.

## Inspection judgements

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

The nursery's practice is based on a secure understanding of how to promote children's learning and development through their play. As a result, children make good progress. Staff are always down at the children's level, watching and engaging children as appropriate, providing them with a secure base from which to explore. Staff discuss and identify children's starting points by gathering information from parents and completing observations. A comprehensive and in-depth 'All about me' document covers care and learning from home. Consequently, initial learning experiences are carefully planned and a baseline assessment formed. Children are observed regularly and assessments are summarised. Records, such as learning journals and a progress tracking system, demonstrate that children make good progress from their starting points. Assessments are efficiently recorded and are accurate. The nursery has implemented the progress check at

age two successfully. As a result, parents receive a clear picture of where their children are in their learning. There is a good understanding of adult-guided and child-led opportunities. However, there are times, such as at circle times or story times in the toddler and pre-school room, when some activities are not developmentally appropriate for the ages of the children or stimulating enough. As a result, children become restless and are less motivated or engaged.

Younger children are fascinated by the older children who are present in the nursery due to closure of a school for polling day. The older and younger children interact harmoniously. As a result, solid friendships and relationships are building and consequently, personal, social and emotional development is encouraged and supported. Children demonstrate high levels of confidence as they take an adult's chair to read a story to the group. They take on the characteristics of the staff and repeat often heard phrases, such as, 'Sit on your bottom please and listen to the story'. Children turn the pages of the book and read the story from the pictures. As a result, they are demonstrating confidence and experimenting with reading. Communication and language skills are promoted well. Staff working with the younger children keep sentences short for those who are just beginning to develop language. This enables them to listen and concentrate. Songs and rhymes feature regularly in all rooms of the nursery. As a result, children are developing their listening and attention skills. Staff in the baby room use props to further engage young children's attention. Staff ask open-ended questions to promote thinking skills and follow children's interests. For example, 'What do you think we add next?' when making play dough. Young children develop their balance as they walk up steps and slide down. Children enjoy exploring a variety of sensory materials with a range of toys, including glittery water and seeds. Children skilfully negotiate the outdoor space as they follow each other pedalling and scooting on bikes.

The children relish the opportunity they have each day to take their learning outdoors. Outside they can dig and plant bulbs in a small raised bed and watch flowers grow through the changing seasons. Children learn about the natural world as they hunt for bugs and marvel as insects crawl across staff's hands. Literacy skills are supported within the nursery. For example, children are encouraged to try to write letters from their name in the flour when making play dough. Staff use routine opportunities to introduce numbers. For instance, children hold up their fingers to represent three cheeky monkeys during a rhyme. Trips out into the local area help to promote children's understanding of the community around them. Children develop their imaginations as they recreate familiar scenes in role play areas and put shopping in their basket after the 'shopkeeper' has scanned the item on the till. Staff support this play by recalling previous experiences and providing a narrative for their play. Children develop school readiness because they are confident and motivated to learn. The nursery supports children with special educational needs and/or disabilities and works in partnership with parents and other professionals to provide targeted support to ensure all children make good progress in their learning and development. Children who speak English as additional language are well-supported, as staff work closely with parents to meet their needs. Through the use of daily diaries, parents of the youngest children receive regular information regarding their care needs. Parents of toddlers and pre-school children are able to be fully involved in their child's learning and development through daily communication and discussions with their key person. Learning at home is encouraged by providing parents with story sacks and

activities to try with their children. Bi-annual parents evenings are provided for carers to share valuable information about their children with the key person. The nursery values the role of parents and has very effective partnerships in place. This ensures children benefit from a consistent approach to their care and learning.

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

The management team and staff work hard to welcome every family into the nursery and provide them with a warm and nurturing environment for their children. Staff's attentive approach builds secure attachments and promotes all children's self-esteem and confidence because children know they are valued. As a result, children's emotional well-being is promoted. Babies and toddlers demonstrate that they are happy and settled at the nursery and have developed strong bonds with staff. For example, they cuddle up close to their key person when they are tired and need comforting. When children start, staff collect information about their care needs and what they can do from parents. This ensures that children can immediately receive care and learning opportunities that are aligned to their needs and enable them to start making progress straight away. Children's work is displayed throughout the nursery, making them feel valued and acknowledged. Children's achievements from home are treasured on the 'Shining Stars' and 'Tremendous Tree' boards. As a result, they have a sense of belonging. Staff encourage good behaviour from children to support their personal, social and emotional development. They model good behaviour and use praise to encourage positive behaviour. Challenging behaviour is dealt with in a firm but fair manner. Staff communicate with each other to ensure behaviour management strategies are consistent. The management team support staff with behaviour management strategies by delivering in-house training.

Children are learning good hygiene routines because they know they must wash their hands before eating, after playing outdoors and after using the bathroom. Pictures and simple signs above hand basins provide further support for children with regard to hand washing routines. Children are learning about the importance of a healthy lifestyle because staff promote daily fresh air and exercise for all children. Children's independence is fostered as they are supported to carry out simple tasks, such as putting on their own painting aprons. Where possible, the key person supports their own key children in their care routine, for instance, changing nappies. Meals and snacks are generally healthy and nutritious, which meet children's requirements. For instance, snack consists of banana, raisins and milk. Lunch is a tasty combination of quiche, new potatoes and peas. Lunch is provided by outside caterers. Children's self-help skills are well promoted because they serve their own food and pour themselves drinks. Since the last inspection, lunchtimes have been greatly improved. For instance, children set their own place by collecting a place mat and the correct cutlery. As a result, their independence is growing and social learning is taking place. Children also have the option to bring in their lunch from home and staff encourage parents to provide healthy options.

Children are learning about how to manage risks and keep themselves safe because staff support them to practise age-appropriate, challenging physical skills, such as scrambling walls and slides. Children enjoy building their own obstacle course. Staff further allow children to take manageable risks in their play, for example, when balancing, climbing and

jumping off their self-made obstacle course. All children participate in regular fire drills, which support their growing awareness of how to keep themselves safe. Each of the three rooms are organised to support the different areas of learning and the different ages of the children. Children have access to a variety of resources, which are thoughtfully stored, also allowing babies the independence to choose for themselves. Cosy corners offer spaces for children to relax or read books. Transition sessions when they move rooms, are determined by the needs of the children, with staff suggesting additional strategies to support those who find it more difficult. The care taken to ensure transfers run smoothly builds children's confidence in managing change. The move to school is managed through a good partnership with the local schools. Teachers are invited to visit children in the nursery to get to know their individual needs. This supports children to be emotionally ready for school.

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

Leadership and management is strong. The management team works closely with the staff team and the result is a harmonious working environment where adults and children thrive. The recently appointed nursery manager is already demonstrating enthusiasm, dedication and professionalism and is undoubtedly an asset to the nursery. Children are safeguarded as the management team and staff know the signs and symptoms of child abuse and neglect, and what to do if they are worried about a child. Safeguarding is high on the agenda at team meetings. Staff are fully aware of their obligation in relation to whistleblowing. Staff are expected to attend training to enhance their safeguarding knowledge and practice, which enables them to implement the safeguarding policy effectively. The welfare of the children is monitored closely. The designated leads for safeguarding have a clear understanding of their role and any concerns are dealt with effectively and promptly. The regional manager monitors tracking documents, planning and children's learning journals. This ensures they show an accurate assessment of children's skills, abilities and progress and can support staff to target specific areas of learning, if necessary.

Effective recruitment and vetting procedures ensure all staff are suitable to work with young children. Staff are appropriately deployed to ensure adult-to-child ratios are maintained and staff ensure children are closely supervised. Detailed individual induction programmes are in place for new staff. Before employment commences, checks and references are carried out to identify the suitability of the new staff member. The management team support staff through effective and regular supervision and appraisals. However, this system is relatively new and there is scope to embed the already good practice and improve the monitoring of staff practice to enable children's progress to be maximised. Staff are encouraged and supported to access training on a regular basis and to undertake childcare qualifications. Several staff have a childcare degree or related qualification. Consequently, training has a positive impact on the quality of teaching in the nursery. Recent training, 'What's School Readiness', has confirmed to the management and staff they are preparing children well for their move into reception classes. In-house training has included, 'How children see us', staff comment they now stand back and ask themselves, 'what is it like for a child in this nursery?' Comprehensive policies and

procedures, which promote children's health, safety and welfare, are fully in place and effectively implemented. Children are cared for in a safe and secure environment as staff complete suitable risk assessments and daily checks. All visitors are asked to sign in and out of the building. There is a finger print entry system into the main hub of the nursery. Closed circuit television is on the door to the pre-school and after school club to ensure children's safety.

Much time and effort has been put in by the owner since the last inspection. A regional manager has been employed who has been very good at reflecting on practice and the self-evaluation and improvement plans are thorough and sharply focused. She has effectively prioritised the areas for improvement which will have the most impact on children's care and learning. As a consequence, all the actions and recommendations since the last inspection has been successfully addressed. Parents and children are supported to contribute their ideas for improving the nursery by completing appropriate questionnaires. Partnerships with parents are very good. Staff are friendly and chat openly with parents as they share information and make time to ensure that they have the opportunity to discuss any needs. Parents are complimentary of the nursery staff and refer to their approachability. They comment on the flexibility of sessions as they work shift patterns and also their children have made good progress. The nursery welcomes the input from other agencies and professionals who are involved with the children. Staff strive to share information with other early years providers where children attend to ensure there is a joint approach to promoting children's individual care and learning and this helps children to make progress in their development.

### **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	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>	EY474622
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	971759
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	72
<b>Number of children on roll</b>	149
<b>Name of provider</b>	Bubbles Daycare (Lincoln) Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01522 692000

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

