

Bubbles Nursery

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

Inspection date

12/09/2014

Previous inspection date

18/03/2014

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend	3
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	3

The quality and standards of the early years provision

This provision requires improvement

- Children are safeguarded as staff have a secure knowledge and understanding of their roles and responsibilities for child protection.
- Effective partnerships with parents and a well-established key-person system helps children form warm and secure attachments, promoting their well-being and independence.
- The manager and staff are able to recognise areas where improvement is needed and are determined to make necessary changes to move the setting forward in their pursuit of excellence.

It is not yet good because

- Observation and assessment are not monitored effectively to ensure they are used consistently by all staff to identify children's next steps or gaps in learning and to plan activities accurately so all children good progress in all areas of learning.
- Children do not have enough opportunities to see different kinds of print in their outdoor environment to further support and enhance their literacy skills.

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 the staff engaging with children in a range of indoor and outdoor learning activities.
- The inspector held discussions with the manager and staff.
The inspector looked at documentation, including a selection of policies and procedures, evidence of staff suitability and qualifications, and the children's learning records.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector conducted a joint observation with the manager.

Inspector

Amanda Tompkin

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, Herefordshire. It operates from four rooms and is accessible to all children. There are enclosed areas available for outdoor play. The nursery serves the local and surrounding areas. The nursery employs 14 members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 and 3, including one member of staff with Early Years Qualified Teacher status and one member of staff with a degree in early years. The nursery opens Monday to Friday, all year round except for bank holidays and a week at Christmas and at Easter. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 68 children on roll, of whom 54 are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. The nursery 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 meet the requirements of the Early Years Foundation Stage the provider must:

- implement an effective system of observation and assessment and monitor this closely to ensure that all staff use it consistently, identify any gaps in children's learning, raise appropriate next steps and to link these accurately to planning so that all children make consistently good progress.

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

- create an outdoor environment rich in print where children can learn about words, for example, by using more signs, posters and labels.

Inspection judgements

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

Children are happy and settled at this nursery. This is because staff take time to gather information relating to children's individual routines and preferences before they start. Staff greet children warmly and children are confident and separate happily from their parents. They settle quickly into the routine. Children are keen to choose toys and join in activities in the inviting, well equipped, indoor learning environment. They are offered a sufficient educational programme that broadly meets their needs and helps them make

adequate progress in all areas of learning. However, there are inconsistencies in how staff use observations to identify the children's next steps of learning, resulting in children's play experiences not always challenging children to help them make good progress in their learning.

Children's learning journey files contain observations, photographs and some evidence of monitoring children's development. Children's prior skills are established with parents and carers on admission to the nursery, where parents and carers complete an All about me document. This records what their child can do, their likes and dislikes. This, along with verbal discussions, helps staff to identify children's starting points on entry. All children have profile documents which their key person completes to monitor progress. However, these are not always routinely maintained in all rooms and as a result, staff are not always aware if children are making good progress. However, the nursery does ensure that the progress check is completed for children between the ages of two and three years to identify strengths or weaknesses in development and that this is shared with parents and carers.

Children's communication and language skills are promoted well because staff engage in meaningful conversations with them. Staff and children chat happily throughout the day. This promotes the children's confidence and self-esteem, which helps them to make progress in their learning. Children's physical development is supported well as the outdoor area is a regular feature of children's play and learning. Children can pedal bicycles, negotiate space with pushchairs and practice their balancing skills. Children learn about and see print in books, however, because they enjoy spending time outdoors, there is scope to further improve children's awareness of letters and words through the use of labels, signs and posters in their outdoor environment to further support children's literacy skills. Children gain appropriate skills that prepare them for future learning and school. For example, staff plan some group activities for children and teach them to share and take turns in their play and conversation. Staff regularly read books to children and by doing so develop children's listening skills. All children are welcomed and valued. Children with English as an additional language and children with special educational needs and/or disabilities are fully included and staff recognise their individual learning needs and support them to join in activities at their own pace.

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

The nursery has an established key-person system, which helps children to form secure attachments. Staff are caring and kind, children demonstrate their feelings of security as they happily interact with staff and seek them out for a cuddle when needed, this supports children's emotional well-being. The nursery manages the settling-in procedure well. Children and parents attend taster sessions, which enable them to become familiar with their new surroundings and staff. As a result, children soon settle into the nursery routine. There are clear arrangements in place to introduce children to different rooms within the nursery as they are given opportunities to visit before moving permanently. Learning records move with the child, which ensures that the new key person is informed of children's individual stages of learning and development. These arrangements help

children to make a smooth move from home to nursery and when they move rooms.

Children's health and well-being are supported effectively. They have good opportunities to spend time outdoors and gain the benefits from being in the fresh air and being active. Children's individual dietary needs are discussed with parents and taken into account at mealtimes. Children develop a good understanding of a healthy lifestyle as staff offer a variety of healthy snacks and talk to children about the importance of eating their vegetables at mealtimes. They demonstrate a good understanding of managing their own hygiene and personal needs, and wash their hands before meals. Children are encouraged to be independent as they help set the table before mealtimes and serve their own food. As a result, children's self-confidence is developed, which helps them become emotionally prepared for school.

Children benefit from sound interactions with staff and babies have lots of one-to-one contact and cuddles. Children's behaviour is good because it is managed positively with praise and encouragement. Children receive gentle reminders to play nicely with the toys, to share and take turns, and to be careful when younger children are around. Children are reminded to walk while indoors and to sit properly on furniture. Consequently, children begin to learn the importance of keeping themselves safe and how to play cooperatively with others.

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

Since the last inspection where several actions were raised, the nursery has received two monitoring visits, and has taken steps to meet the actions. The management team demonstrate a sound awareness and understanding of the requirements of the Early Years Foundation Stage. Safeguarding practice is good and all staff have a good understanding of their role and responsibility to protect children in their care. Staff know the procedure to follow, should they have any concerns, in line with Local Safeguarding Children Board Guidance. This includes procedures to be followed if an allegation is made against a member of staff. All staff have current first-aid certificates and therefore, are up-to-date in the knowledge and have the necessary skills to deal with minor accidents or injuries. All policies are in place and the nursery has written risk assessments, which are regularly reviewed to ensure that all hazards are accurately identified and appropriate safety measures are in place to minimise these. The recording of accidents or incidents is precise and records are maintained to a good standard. This means that in the event of any concerns or complaints being made, detailed information is available. Other procedures to further protect children, such as, the maintenance of daily attendance records, details of staff's suitability checks, safe collection systems and seeking all necessary information at registration, are thoroughly carried out. Robust recruitment, vetting and induction procedures ensure staff are suitable for their role. Staffs ongoing suitability is supported through effective systems for supervision, appraisals and performance management.

Children are making satisfactory progress overall in their learning and development at the nursery. All staff are qualified at level 2 or above in childcare and regularly access

additional training. However, management do not effectively monitor children's progress or how staff organise children's learning to promote this. The systems used to observe children's progress and assess their stage of development are not used consistently by staff to identify any gaps in their learning or to establish where children need additional challenge. Therefore, planning does not accurately reflect children's next steps in learning and they make steady progress as opposed to consistently good progress in their learning and development.

Partnerships with parents are strong. Their views are sought through daily informal discussions, parents' evenings, as well as by completing questionnaires. In addition, parents are provided with information, such as, how to contact Ofsted, how to raise a complaint or concern, and details of the activities through notices displayed in the nursery. This two-way flow of communication ensures that parents are kept informed about their child's daily needs and activities. Staff are encouraged to participate in the nursery's self-evaluation along with parents; consequently, all persons involved have a shared vision and approach for driving improvements forward. The nursery welcomes advice from other professionals, including the local authority and implements changes that are suggested to enhance their practice. Staff know to work in partnership with schools and with other settings where children receive shared care. They work in partnerships with specialised professionals to support children with special educational needs and/or disabilities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	980895
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	68
Name of provider	Sheila Bee
Date of previous inspection	18/03/2014
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, 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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