

# Bubbles Pre-School

The Community Centre, Holm Square,, Holm Way, Southwold, Bicester, Oxfordshire,  
OX26 3UU



<b>Inspection date</b>	5 June 2015
Previous inspection date	28 June 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff have a friendly and welcoming approach, which promotes them building positive relationships with children.
- Children progress effectively in their personal, social and emotional development. They play well together and demonstrate good levels of behaviour.
- Children have easy access to a wide range of resources both indoors and outdoors. They have lots of time to play and explore, and they have lots of choice in what they do, so generally engage well in their learning.
- Staff support children's learning successfully overall. They use good-quality interactions and follow children's interests to engage them well for most of the time. Staff make effective use of observation and assessment procedures to help children make good progress, and to prepare them for their next stages in learning.
- Staff support children with special educational needs and/or disabilities successfully and work in close partnership with external agencies to meet their needs.
- Staff develop positive partnerships with parents and encourage them to be involved in their children's learning effectively.
- There is a strong focus on continuous improvement as the staff team and committee routinely evaluate their practice.

### It is not yet outstanding because:

- Children have time during the day when they freely make choices about their play activities. However, at these times staff do not always help children to focus on an activity to extend their learning as they are focusing on other tasks, such as talking to parents.

## What the setting needs to do to improve further

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

- enhance the play children initiate for themselves by helping children to remain focused and challenged to extend children's learning further.

### Inspection activities

- The inspector observed activities both indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector held a leadership and management meeting with the manager and committee representatives.
- The inspector took account of the range of documentation, including children's assessment records, the pre-school's self-evaluation form, parent questionnaires, and evidence of staff training and suitability.
- The inspector talked to staff, children and parents at appropriate points during the inspection.

### Inspector

Gill Little

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Key persons know their children well. They plan ongoing activities and experiences tailored to individual children's needs in order to support and challenge their learning. Staff talk to children during their play, ask questions and make suggestions, to engage them and encourage them to think. For example, children explored how paint colours can change, while staff encouraged them to make observations and reflect on what was happening. Staff organise small group focused activities to extend specific skills. For example, staff use a variety of games and experiences to help children develop their mathematical understanding by counting, recognising numbers and quantities of money. However, on the day of the inspection, on occasion, staff did not focus effectively on maintaining high levels of support and challenge during the sessions where children can choose for themselves what they want to use. Staff work closely with parents and plan successful initiatives to engage them in their children's learning. For example, parents help their children to complete a feedback form when they borrow the pre-school toy bear. This enables them to recount the experiences they have with him in their home life.

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

Staff organise snack times effectively so that routines run smoothly. Children have good opportunities to develop their skills for independence by taking responsibility for small tasks. Children become familiar with the schools to which they will transfer. Staff set up a photo board of them in their new uniforms to generate discussion and to help them feel secure about the move. Staff promote healthy lifestyles effectively. For example, they provide guidance to parents about packed lunch contents so children can eat healthily. They encourage children to enjoy physical exercise and fresh air frequently throughout the day. Staff give children clear instructions on how to stay and keep themselves safe. For example, they explain why children need to stay within a coned area of the playground while riding wheeled toys.

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

The staff team and committee show a good understanding of their responsibilities, and meet requirements. Staff stay up to date with safeguarding procedures through routine training and discussions at staff meetings. They pursue training relevant to their responsibilities within the pre-school and share new ideas. This has a positive impact on supporting children's mathematical skills. Ongoing evaluations and routine supervision meetings encourage staff to reflect on their practice and make further improvements. Staff have met recommendations from the last inspection and have identified areas to improve, such as, introducing an online system to improve the information shared with parents.

## Setting details

<b>Unique reference number</b>	133864
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	841017
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Bubbles Pre-School (Bicester) Committee
<b>Date of previous inspection</b>	28 June 2011
<b>Telephone number</b>	07729321695

Bubbles Pre-School registered in 1993 and is run by a voluntary committee. It operates from a community centre in Southwold, near Bicester, Oxfordshire. The pre-school supports children with special educational needs and/or disabilities and children learning English as an additional language. The pre-school operates during school term times, on weekday mornings, from 8.30am until 11.30am. Flexible sessions also run on Tuesday, Thursday and Friday, from 8.30am to 1.30pm or 12 noon to 3pm. The pre-school receives funding for the provision of free early education for children ages two, three and four years. The pre-school employs eight staff, of whom six hold relevant qualifications.

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.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). 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).

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

