

# Tiny Bubbles @ Jesters

Jesters Adventure Play, Beversbrook Industrial Estate, Calne, Wiltshire, SN11 9PL



|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 21 December 2015 |
| Previous inspection date | Not applicable   |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Not applicable |          |
| Effectiveness of the leadership and management                |                         | Good           | 2        |
| Quality of teaching, learning and assessment                  |                         | Good           | 2        |
| Personal development, behaviour and welfare                   |                         | Good           | 2        |
| Outcomes for children   |                         | Good           | 2        |

## Summary of key findings for parents

### This provision is good

- The manager and her team reflect well on the quality of the provision. They use the views of parents and children in their evaluation and have a clear vision about the areas for further improvement.
- Staff support children who are learning English as an additional language well to help them to make good progress. For example, staff use a variety of methods, such as signing, visual prompts and learning key words in children's home languages, to help them understand and communicate.
- Staff are good at helping children settle. For example, children quickly form strong relationships with their key persons to help them develop the confidence to explore the environment.
- Staff place a strong emphasis on working to narrow any gaps in learning for those children who may be at lower than typical levels of development. For example, they work in close partnerships with other professionals to ensure consistency in care and learning.

### It is not yet outstanding because:

- Staff do not always take full advantage of daily routines to challenge children and extend their independence skills.
- Staff do not always make the most of every opportunity to promote children's mathematical understanding of numbers and counting during their play and daily routines.

## What the setting needs to do to improve further

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

- make the most of everyday routines to extend and promote children's independence further
- extend the opportunities to develop children's mathematical understanding of numbers and counting during their play.

### Inspection activities

- The inspector observed staff and their interactions with children during play and learning activities, and viewed the play areas and resources.
- The inspector held discussions with the manager, and spoke with children and staff at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including staff suitability checks, self-evaluation, children's observation, assessment and planning records, and documentation linked to monitoring children's progress.
- The inspector conducted a joint observation of staff practice and discussed this with the manager.
- The inspector took into account the views of parents.

### Inspector

June Robinson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have training so they are confident in child protection issues. They know the procedures to follow if they have concerns about a child's welfare. The manager follows robust recruitment and induction procedures to ensure the suitability of staff. She monitors children's progress well to help staff easily identify if children need any additional support in their learning. The manager works well to support children and their families. For example, she works in good partnerships with other agencies to support children's specialist care and learning needs. The manager completes regular appraisals and meetings with staff to identify areas for their professional development, which is also in response to children's needs. For example, staff implemented their training on communication effectively to support children with communication and language needs, including those who speak English as an additional language.

### Quality of teaching, learning and assessment is good

Staff collect a great deal of information from parents about what their children know and can do. This enables them to understand each child's starting points and plan for their continued learning. Staff use their assessments of children's achievements and individual interests to plan for their future learning. Staff provide a stimulating environment where children are able to choose resources independently. For example, children capably improved the exciting den they had built by adding resources to develop their imaginative play. Staff help children to extend their learning and solve problems. For example, when children built towers with different-shaped blocks, they worked out how to add and balance more on top. Staff are skilled in motivating children's learning. They are enthusiastic and join in with children's play. Partnerships with parents are strong. They meet regularly with their children's key persons and are fully included in their children's learning.

### Personal development, behaviour and welfare are good

Children feel safe and confident. They behave well and understand the high expectations staff have of their behaviour. Staff promote the 'golden rules' with children in a range of ways, such as using visual prompt cards. Children develop an early understanding of healthy lifestyles. For example, they are offered a good choice of healthy meals and snacks, and have regular opportunities to play outside in the fresh air.

### Outcomes for children are good

All children, including those with additional needs, make good progress. Children are motivated and curious as they explore the wide range of interesting resources and develop the skills they need for future learning and school.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY486437  |
| <b>Local authority</b>             | Wiltshire   |
| <b>Inspection number</b>           | 1009253   |
| <b>Type of provision</b>           | Full-time provision   |
| <b>Day care type</b>               | Childcare - Non-Domestic  |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 1 - 5   |
| <b>Total number of places</b>      | 46  |
| <b>Number of children on roll</b>  | 12  |
| <b>Name of provider</b>            | Tiny Bubbles @ Jesters Partnership  |
| <b>Date of previous inspection</b> | Not applicable  |
| <b>Telephone number</b>            | 01249 815918  |

Tiny Bubbles @ Jesters registered in 2015. It is based in Calne, Wiltshire. The nursery operates from 8am to 6pm, Monday to Friday, all year round. The nursery is in receipt of funding for the provision of free early years education for children aged two, three and four years. The nursery employs three members of staff, two of whom hold relevant early years qualifications at levels 5 and 6.

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