

# Bubbles @ Lingmoor

Ling Moor Primary School, Inns Close, North Hykeham, LINCOLN, LN6 8QZ



<b>Inspection date</b>	22 March 2016
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		Not applicable	

## Summary of key findings for parents

### This provision is good

- Children enjoy their time at the club. They are happy and settled and build very good relationships with staff and children of all ages. Children's health and well-being are given a high priority. They learn about healthy lifestyles and develop good social skills as they play with each other. They frequently play outdoors and enjoy healthy snacks during rest periods.
- Younger children's play and learning records, which staff have chosen to maintain, are well kept. Parents value this information as a record of development and this helps to complement learning in school.
- Parents are positive about the club and comment on the good opportunities which extend learning beyond the school day. They receive regular information about the achievements of their children. They comment on how well staff meet the needs and interests of their children, supporting their confidence and self-esteem.
- Children of all ages enjoy their time in this warm, friendly club. There are many activities that enable them to explore their ideas, extend their learning and build on their knowledge and skills.
- Senior leaders show a strong commitment to bring about change and continually drive improvements.

### It is not yet outstanding because:

- The range of resources for older children do not fully sustain their interests. As a result, learning is not always focused on helping children to think at a higher level and increase their problem-solving skills.
- Parents are not given enough opportunities to be actively involved in evaluating the provision.

## What the setting needs to do to improve further

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

- provide older children with a greater range and variety of resources for them to maintain their interests in play activities and further extend opportunities to develop their critical thinking skills
- devise ways of involving parents in evaluating the provision that further drive up standards.

### Inspection activities

- The inspector observed the quality of activities available to children.
- The inspector held a meeting with the manager. He looked at relevant documentation, such as the self-evaluation report and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector jointly observed activities with the club manager.

### Inspector

Peter Towner

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. All staff have a secure knowledge about safeguarding and know the procedures to follow if they have concerns about a child. Staff are enthusiastic about their roles and work well as a team. The manager regularly observes staff's practice in order to discuss strengths and areas for improvement during supervision sessions. Staff observe colleagues and value the opportunity to learn from each other, share good practice and further improve the experience of children. This actively involves them in the self-evaluation of the provision. However, parents are not sufficiently included in this process or aware of the ways they can influence improvements. There is a strong partnership with the school. This effectively supports good continuity in care and learning across the settings.

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

Staff create a stimulating and attractive environment which helps children to relax at the end of the day. They provide effective support and make sure children have opportunities to make independent choices in their play, follow their own interests and become active learners. Staff make sure children have good opportunities to develop their physical skills. An example of this is through outdoor learning experiences with the parachute and ball games, where children develop resilience in team skills. Other children choose indoor resources exploring creative and imaginative play through craft opportunities, music, movement and board games. However, the range of resources for some older children do not fully sustain their interests or provide them with sufficient variety to consistently enthuse them and challenge their critical thinking skills. The extension of language learning is good. Staff engage children in a range of conversations that develop relationships and support them to be confident communicators. One of the ways they achieve this is through the skilful use of questioning, giving children time to think through their answers before they make a response to the information requested.

### Personal development, behaviour and welfare are good

Parents provide good information to make sure their children's individual needs and requirements are met. This helps them settle quickly into the setting, providing good continuity of care and positive support for their emotional well-being. Children are encouraged to follow good hygiene routines and are competent at managing their personal needs. Staff regularly involve children in the decision making process of the club. They elect children to the club committee and support them to take on the role of asking others how the club should be organised. Some examples of this are children agreeing on the activities they like and devising simple rules that everyone should follow to ensure there is good behaviour. This gives all children a sense of responsibility and helps them to respect each other. Staff promote a good understanding about the wider world through topics and themes. Children regularly celebrate festivals of different faiths and learn about the customs and beliefs of others, recording information in a club book to share with parents.

## Setting details

<b>Unique reference number</b>	EY474619
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	971616
<b>Type of provision</b>	Out of school 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>	4 - 10
<b>Total number of places</b>	50
<b>Number of children on roll</b>	107
<b>Name of provider</b>	Bubbles Daycare (Lincoln) Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01522 692000

Bubbles @ Lingmoor out-of-school club was registered in 2014. The club employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one holds a qualification at level 5 and two hold qualifications at level 3. It offers before school sessions and an after school club operating in term times and school holidays. The club opens Monday to Friday during term time, from 7.45am to 8.45am and after school from 3pm to 6pm. During the school holidays it is open from 8am to 6pm

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