

# Bubbles @ The Globe

The Globe, 12 Portman Road, Reading, RG30 1EA



<b>Inspection date</b>	6 April 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		Good	2

## Summary of key findings for parents

### This provision is good

- Management uses good recruitment procedures to check the suitability of staff and provides them with training to help them keep children safe. All staff are committed to providing a safe environment and a quality service.
- Staff observe and assess each child's learning to identify their achievements and plan for their next steps in learning. Children make good progress in their learning and development.
- Parents have good relationships with their children's key persons, who exchanges relevant information regarding their children's learning and development. Parents report their children really enjoy coming to the nursery.
- Management and staff implement effective risk assessments to help minimise hazards. They create a safe environment helping to ensure the welfare of children.
- Staff help children feel safe and secure. Children build strong relationships with staff, which helps to support their emotional well-being.

### It is not yet outstanding because:

- Staff do not always use the daily learning experiences to extend children's early mathematical skills.
- Management does not have a fully established system to monitor all groups of children's progress precisely to identify any gaps in their learning and help them catch up quickly.

## What the setting needs to do to improve further

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

- extend opportunities to challenge children's mathematical skills
- strengthen the monitoring of children's progress to identify any variations in the learning of different groups of children to tackle any gaps and help them catch up quickly.

### Inspection activities

- The inspector viewed all areas of the nursery inside and out in the garden.
- The inspector sampled a range of documents, including children's progress records, risk assessments, accident and first-aid records, policies and staff suitability.
- The inspector held a meeting with the manager and the area manager.
- The inspector spoke to parents about their children's learning and considered their views.
- The inspector and manager conducted a joint observation and evaluated the quality of teaching and learning.

### Inspector

Jameel Hassan

## Inspection findings

### Effectiveness of the leadership and management is good

Management has implemented regular robust monitoring of staff in order to support them and improve their skills. Staff reflect on management's feedback, to improve teaching and learning for the children. Management encourage staff's professional development; for example, they have attended training to develop children's vocabulary and this has helped to improve their communication and language skills. Partnerships with parents are well established. Management ensures each child has a key person who keeps parents involved in their children's learning. Safeguarding is effective. Management ensures staff have a clear understanding of the actions to take to protect children if they have any concerns for their welfare.

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

Staff plan exciting activities for children to investigate and explore. For example, they encouraged children to observe and talk about what happens to ice in a warm environment and the changes over time. Staff ably model language to promote children's good communication and language development. For example, they described the ice as 'cool', 'smooth' and 'melting', helping children to pronounce the words and understand what they mean. Staff skilfully extend children's learning by using other liquids, such as foam, to help children make comparisons and describe texture and colour. Staff make accurate assessments that help them to plan for each child's next stage in learning.

### Personal development, behaviour and welfare are good

Staff establish good routines throughout the day; children feel secure and they respond well to what staff expect from them. Each child's key person helps them quickly develop strong attachments and to settle in; they are motivated and enjoy their learning. Staff encourage children to develop their independence, such as feeding themselves and putting on their own coats. Staff are effective in modelling respectful relationships and helping children to value their friends' contributions. Staff encourage children to take risks in their learning from a very early age. For example, they challenge children to improve their physical skills, such as walking for the first time, balancing and to coordinate kicking a ball.

### Outcomes for children are good

Children are sociable and develop good relationships between each other. Children are independent, confident, join in activities enthusiastically and persevere. For example, they concentrate as they complete puzzles, looking at the shape and colour of pieces to work how they fit together. Children learn a good range of skills that prepare them well for school. For example, they are confident communicators, sociable and behave well.

## Setting details

<b>Unique reference number</b>	EY489481
<b>Local authority</b>	Reading
<b>Inspection number</b>	1014410
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	117
<b>Name of provider</b>	Greyfriars Ministries Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0118 9514443

Bubbles @ The Globe registered in 2015. It is managed by Greyfriars Ministries Limited who own other nurseries in Reading. It is located in Reading, Berkshire. It is open Monday to Friday from 7.30am until 6pm, for 51 weeks a year excluding bank holidays. The nursery receives funding for the provision of free early education to children aged two, three and four years. There are 15 staff; of these, 11 hold appropriate childcare qualifications at level 2 and above. The manager has Early Years Professional Status.

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