

Bubbles Nurseries

21 Shawbrooke Road, Eltham, London, SE9 6AE



Inspection date

2 March 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The management team does not ensure that the recruitment and vetting procedures are implemented fully effectively and that all staff are aware of the policy to follow for staff waiting for clearance checks.
- The management team does not ensure that all staff have a consistent understanding of the procedures to follow in the event of an emergency.
- The management team has not effectively identified all weaknesses of the nursery, and some improvement plans are in the early stages of being addressed.
- Staff do not support children consistently to help them make their own choices.

It has the following strengths

- Staff have a good knowledge of the learning and development requirements of the early years foundation stage. They assess and plan well for children's learning.
- Staff provide interesting activities to help encourage children's curiosity to explore. For example, they create a 'moon' role-play area with shiny materials and babies explore rolling 'moon rocks'.
- Toddlers learn to count accurately using their fingers. Older children learn to link letters and sounds. These activities help to support their early mathematics and literacy skills. Children make good progress towards the next stages in their learning.
- Children behave well. They form friendly relationships with staff and with each other, which helps to support their emotional well-being.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve the recruitment and vetting procedures to ensure checks are completed promptly on all aspects of staff's suitability	15/03/2017
■ improve staff's understanding of their roles and responsibilities, with particular regard to following the setting's policies and procedures at all times	15/03/2017
■ ensure that all staff have a secure understanding of the procedures to follow in the event of an emergency evacuation.	15/03/2017

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

- improve self-evaluation to help identify all the strengths and weaknesses of practice and provision
- provide consistent opportunities for children to make choices during some activities.

Inspection activities

- The inspector observed children and their interactions with the staff.
- The inspector carried out joint observations with the manager and discussed the arrangements for monitoring staff performance.
- The inspector took account of the views of staff, parents and children and had discussions with the manager at appropriate times.
- The inspector viewed a sample of documents, including children's learning records.
- The inspection was carried out following the risk assessment process.

Inspector

Geetha Ramesh

Inspection findings

Effectiveness of the leadership and management requires improvement

Self-evaluation is not accurate and this has resulted in some breaches of requirements. For example, the management team does not consistently implement the nursery's procedures with relation to staff recruitment, such as obtaining references promptly. There are some inconsistencies in staff's understanding of the nursery's policies; however, overall practices help keep children safe. For example, staff who have not had suitability checks do not have unsupervised contact with children. Staff complete regular risk assessments to ensure the premises and equipment are safe for children's use. The manager monitors children's progress effectively and supports staff well to help address gaps in children's learning. She identifies weaknesses in teaching practice and guides staff effectively to help improve their knowledge and skills. Safeguarding is effective. Staff have an up-to-date knowledge of changes to guidelines and know the procedures to follow to refer concerns about children's welfare.

Quality of teaching, learning and assessment is good

Babies develop their physical skills. For example, they carefully post play coins in a piggy bank. Staff provide opportunities for toddlers to build on their listening skills. For example, children learn to make quiet and loud sounds as they explore shaking bottles filled with different objects. Staff help older children learn to name planets, which helps support their understanding of the world. Staff provide opportunities for children to learn about different cultures and traditions. This helps children to build on their understanding of diversity. The manager and staff share information effectively with parents to help support continuity in children's learning.

Personal development, behaviour and welfare require improvement

Managers have developed procedures to follow in the event of an emergency, but these are not detailed and not all staff have a secure awareness of the procedures. Staff ensure children's personal hygiene, for instance, while changing nappies, and they provide clean bedding for children. Appropriate arrangements are in place to share information with parents in the event of accidents or incidents. Staff supervise children well and deploy themselves effectively to help meet their individual needs. For example, key persons support young children well to help them build confidence to join in activities.

Outcomes for children are good

Children build on their early understanding of technology. For example, young babies explore an electronic piano, and toddlers experiment with turning on the play hob and observe the lights as they engage in pretend cooking. Older children build on their independence, for example, they learn to zip up their coats. All children, including those who speak English as an additional language, are prepared well for their future learning.

Setting details

Unique reference number	EY494343
Local authority	Greenwich
Inspection number	1085483
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	46
Number of children on roll	42
Name of registered person	Bubbles Nurseries Limited
Registered person unique reference number	RP534953
Date of previous inspection	Not applicable
Telephone number	02088590888

Bubbles Nurseries registered in 2015. It is located in the London Borough of Greenwich. The nursery is open from 7.30am to 6.30pm, Monday to Friday, for 51 weeks of the year, closing only between Christmas and New Year. The provider receives funding to provide free early education to children aged two, three and four years. There are 11 staff who work with the children, of whom seven hold relevant childcare qualifications to level 2 or above. The staff team is supported by a cook and a cleaner.

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.

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