

# Bubbles Active Play And Blue Bubbles Pre-School

7a Sketchley Meadows, HINCKLEY, Leicestershire, LE10 3EN



<b>Inspection date</b>	27 March 2018
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

- Managers and staff are well qualified. They constantly evaluate and strengthen aspects of their practice and outcomes for children. For example, there are plans to develop the garden to improve children's learning even further.
- Staff help children to be safe and to develop their physical skills. Children are supervised well while they enjoy climbing, crawling and jumping in the soft-play area. They benefit from exercise sessions before lunch and enjoy exploring the outdoors.
- Partnerships with parents, external agencies and other early years settings are very strong. Information about children's learning is regularly shared. Strategies are agreed to help all children, including those who have special educational needs and/or disabilities, make good progress in their learning.
- Parents state that communication with staff is very good. Parents comment on the guidance they receive which helps them to support their children's learning at home. For example, parents state that they have, 'Fun as a family' and 'Love reading the books' which are sent home in story sacks.

### It is not yet outstanding because:

- Staff supporting children, other than those in their key group, are not always fully aware of what children need to learn next to promote further achievements.
- Staff do not maximise opportunities to challenge children during activities and help them obtain the highest level of achievement in their learning and development.

## What the setting needs to do to improve further

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

- share information about what children need to learn next more effectively between staff to ensure their learning is consistently built upon, in order to promote their achievements to the highest level
- challenge children even further to help them make as much progress in their learning and development as they are capable of.

### Inspection activities

- The inspector observed the quality of teaching in the pre-school during activities indoors. She assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector evaluated the quality of teaching and learning with the manager.
- The inspector held meetings with the managers. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Dianne Adams

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff attend regular child protection training. They have a good understanding of how to protect children from harm. Staff swiftly report any child protection concerns to the appropriate agencies. Recruitment is robust. The manager completes ongoing checks to make sure staff are suitable to care for children. Staff are vigilant about children's safety. They assess and minimise the risks to children who come into contact with members of the public in the soft-play area. For example, pre-school children wear high visibility jackets. They are within the staff's sight and hearing at all times. Staff use additional funding to help each individual child make good progress. For example, they buy interactive games to develop children's social skills.

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

Staff have a good knowledge of the different ways children learn. Overall, they plan interesting activities that foster children's curiosity and inspire them to learn. For example, staff help children to learn how to recycle. They plan visits to the local library. This helps children to respect and understand the world in which they live. Children particularly enjoy role play. For example, children drape material over chairs and pretend it is a house. Staff sensitively join in with children's play and extend their learning. For example, staff provide new resources and suggest having a picnic. As a result, children become excited and are motivated to join in. Staff help children to play an active part in their learning. For example, staff encourage children to think of something they want to achieve. Children decide to improve their sharing and want to be more helpful and polite.

### Personal development, behaviour and welfare are good

Staff promote children's emotional well-being effectively. They give children lots of attention, cuddles and reassurance. This helps children settle well and develop good relationships. All children behave well. Younger children particularly benefit from playing with their older peers who are caring and considerate. All children learn the importance of leading a healthy lifestyle. For example, children enjoy going to the shops and buy healthy food, such as fruit, for the tuck shop. They discuss the importance of drinking water after exercising. Children learn about what makes them similar and different to others. For example, children look at photographs of their families displayed on the wall. They talk about and learn about each other's lifestyles.

### Outcomes for children are good

Children make consistently strong progress. They are well prepared for their eventual move on to school. Children are independent. They are learning to manage their care needs, such as going to the toilet. Children enjoy taking responsibility for small tasks and concentrate well. They listen well and follow instructions. Children are confident talkers. They confidently communicate their wishes and ideas. For example, children suggest being a stretch bean. They demonstrate their thoughts by lying down, straight, on the floor.

## Setting details

<b>Unique reference number</b>	EY497949
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	1133384
<b>Type of provision</b>	Sessional 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>	2 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Bubbles Active Play And Blue Bubbles Pre-School Limited
<b>Registered person unique reference number</b>	RP909385
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07837729079

Bubbles Active Play And Blue Bubbles Pre-School registered in 2016. It operates from a leisure unit in Sketchley Meadows, Hinckley in Leicestershire. The pre-school employs six members of childcare staff, including the manager. Of these, four staff hold an appropriate early years qualification at level 3. The manager holds early years professional status. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 5pm.

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