

# Bubbles @ The Globe

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



## Inspection date

10 July 2018

Previous inspection date

6 April 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Staff fail to maintain records to help them identify and monitor any concerns for children's welfare. They do not consistently maintain records of pre-existing injuries that children arrive with. This significantly compromises children's safety.
- Supervision of staff is poor. The leaders and manager do not supervise staff regularly to help identify any weaknesses in practice, offer coaching or effectively support them. The key-person role is ineffective and fails to support every child's care and learning needs.
- The monitoring of teaching and education programmes is ineffective. The manager and staff do not plan suitable next steps in learning for children to help close gaps promptly. Not all children make the progress they are capable of in their learning from the start.
- Staff sometimes miss opportunities to allow babies to explore their creativity and creative skills even further.
- Although staff appropriately address any unwanted behaviour, they do not always help younger children learn what behaviours are expected of them and why.
- Leaders fails to effectively evaluate and monitor the quality of practice and provision.

### It has the following strengths

- Parents share positive comments about the setting and feel that their children are happy. Staff invite parents to share their children's learning from home and discuss their children's development with them.
- Staff form suitable relationships with other professionals, such as school teachers, and share appropriate information to help support children's moves to school.

## What the setting needs to do to improve further

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

	Due Date
■ ensure safeguarding records are maintained and monitored, with particular regard to children's pre-existing injuries from home, to help to keep children safe	24/07/2018
■ ensure that effective supervision is in place to mentor, coach and identify training for staff, to help improve their practice	07/08/2018
■ improve the key-person system so that all staff develop a better understanding of children's individual care and learning needs	07/08/2018
■ improve the accuracy of observations and planning to shape the learning experiences for each child, particularly for babies and young children.	14/07/2018

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

- strengthen the opportunities for babies to explore their creative development and follow their own interests further
- make better use of behaviour management to help children fully understand what is expected of them
- improve self-evaluation to identify all areas of weakness, breaches of requirements and areas to improve more effectively.

## Inspection activities

- The inspector observed children's activities indoors and outdoors.
- The inspector undertook a joint observation with the manager and held discussions with the children, staff, human resources manager and manager.
- This inspection took place as a result of a complaint, following Ofsted's risk assessment process.
- The inspector took account of the views of parents spoken to on the day of the inspection and through written feedback.
- The inspector looked at a range of relevant documentation relating to safeguarding and staff suitability, as well as policies, procedures and progress records.

### Inspector

Helen Harnew

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. Staff do not follow child protection procedures consistently. They do not always maintain records of any pre-existing injuries or monitor ongoing patterns of concerns regarding children's welfare, to safeguard them. However, staff do know the procedures to follow if an allegation is made against an adult. The manager does not supervise staff well enough to help them understand their roles and responsibilities. This compromises how well staff safeguard children's welfare and well-being. However, the manager has met the actions raised at the previous inspection, and now ensures that all required documentation is available upon request, such as staff suitability checks, and first-aid certificates are on display. Staff carry out basic risk assessments to help identify any hazards for children. For example, they ensure that the setting is secure and that food is cut up appropriately for younger children to help prevent choking. However, the manager has failed to effectively evaluate the provision and staff practice, and has not identified further breaches in requirements.

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

The educational programme is weak. Staff do not use their observations on babies' and young children's learning in all areas to quickly identify and plan accurately towards their next steps in learning. Some staff follow children's interests well. Older children enjoy painting their own pictures. However, staff in the baby room do not always extend on babies' opportunities to be more creative. For example, some staff prevent babies from continuing to take part in art activities that they show a keen interest in. Staff provide a variety of activities for older children to explore and they engage in play well. However, the activities are not always focused on fully supporting any gaps in children's learning. Staff share suitable information with parents and other professionals to keep them informed of children's achievements between the nursery, other settings and home.

### Personal development, behaviour and welfare are inadequate

The key-person system is not effective and not all staff are aware of the family backgrounds and needs of the children. This compromises the welfare and well-being of the children. Staff respond appropriately to unwanted behaviour from children, such as hitting. However, they miss the opportunities to help children understand why the behaviours are wrong and what behaviour is expected from them. Staff encourage children to follow appropriate hygiene practices. Children learn to wash their hands before eating the healthy and nutritious lunch that is provided by a catering company. Staff ensure children have the opportunity to develop their physical skills and take part in regular exercise.

### Outcomes for children are inadequate

The weaknesses in teaching and monitoring of children's progress mean some babies and children do not make as much progress as they could. However, older children engage well in activities. They practise their early literacy skills, join in with familiar stories and write some letters in their name. Children are beginning to develop their mathematical skills, such as counting and recognising numbers. They are developing appropriate levels

of independence towards the move to school, such as learning to feed themselves and tend to their own self-help skills.

## Setting details

<b>Unique reference number</b>	EY489481
<b>Local authority</b>	Reading
<b>Inspection number</b>	1140851
<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>	52
<b>Name of registered person</b>	Greyfriars Ministries Ltd
<b>Registered person unique reference number</b>	RP902324
<b>Date of previous inspection</b>	6 April 2016
<b>Telephone number</b>	0118 9514443

Bubbles @ The Globe registered in 2015 and is managed by Greyfriars Ministries Limited. It is located in Reading, Berkshire. The setting is open Monday to Friday from 7.30am until 6.30pm for 51 weeks a year, excluding bank holidays. It receives funding for the provision of free early education to children aged two, three and four years. There are 17 members of staff. Of these, 16 hold appropriate childcare qualifications at level 2 and above. The manager has early years professional status.

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