

Bubbles @ The Globe

The Globe, 12 Portman Road, Reading RG30 1EA



Inspection date	5 December 2018
Previous inspection date	10 July 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- The management team has not ensured that the staff have sufficiently addressed all the recommendations raised at the last inspection. Children in the baby room are not consistently able to follow their own interests and explore resources in creative activities.
- The quality of teaching is variable. Some staff's teaching does not fully engage children or consistently extend their developing communication and language skills. This does not fully help children to become ready for their future learning.
- Staff in the pre-school room do not consistently implement good hygiene practices to help promote children's health and well-being.
- Self-evaluation processes are not used effectively to identify and target all weaknesses, to provide consistently good-quality provision.

It has the following strengths

- Overall, children are at ease in the nursery and settle to play with the range of suitable toys and resources available to them.
- The management team implements robust recruitment procedures. It carries out required checks for new staff and regularly reviews all staff's ongoing suitability to work with children.
- Partnerships with parents are positive. For example, staff ensure parents receive verbal feedback about their children's day to support continuity of care.

What the setting needs to do to improve further

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

	Due date
provide opportunities for babies to explore a wide range of media and materials, follow their own interests and develop their individual creativity	07/01/2019
improve staff's teaching skills to ensure that all children receive the support they need to make good progress in their learning and development	07/01/2019
ensure necessary steps are taken to prevent the spread of infection, with particular regard to lunchtimes in the pre-school room.	07/01/2019

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

- develop the self-evaluation process to identify clearly all areas for development, to improve the quality of provision for children.

Inspection activities

- The inspector observed activities available to children.
- The inspector observed interactions between children and staff.
- The inspector asked staff questions about their work and observed practice with the manager.
- The inspector spoke to parents about their views and opinions of the provision and considered these.
- The inspector sampled documentation, looked at the manager's self-evaluation and reviewed arrangements for supervision and staff recruitment.

Inspector

Tracy Bartholomew

Inspection findings

Effectiveness of leadership and management requires improvement

The management team has made some improvements to the provision since the last inspection. However, some staff's practice and teaching are not good enough. The recommendation raised at the last inspection relating to creative development opportunities for babies has not been addressed. Safeguarding is effective. Staff are aware of the signs and indicators that a child is at risk of harm and know the procedures to follow in the event of a child protection concern. All staff benefit from regular appraisals and staff meetings, and appropriate training is planned and provided to support the development of their skills. For example, staff have training upcoming to improve the quality of their teaching and have recently had tuition on how to record children's learning accurately to help them monitor children's progress. Partnerships with others involved in children's care are positive. However, evaluation procedures are not fully effective in identifying all weaknesses.

Quality of teaching, learning and assessment requires improvement

The management's tracking records show that some children are making progress that is at least typical for their age. However, some staff's teaching does not help children make the best possible progress. For example, although staff sit with the children, some staff do not interact well with children to support the development of their speaking skills. Staff plan some interesting creative activities for the older children. For instance, toddlers enjoy exploring dough and pre-school children have fun hunting for toy animals hidden in coloured shaving foam. Staff in the baby room provide some sensory activities in the newly formed creative area, such as colouring or exploring shredded paper. However, young children's own creativity and interests are not supported well enough as staff sometimes do artwork for them.

Personal development, behaviour and welfare require improvement

Children's health and well-being are compromised in the pre-school room as staff do not teach or help children to learn about simple hygiene routines. For example, some children drink and eat from other children's cups and plates. Despite this, the nursery is clean and all children enjoy fresh air and exercise in the garden. Staff support children's behaviour appropriately. For instance, children in all rooms benefit from praise and clear explanations about what is expected of them. Staff support children's understanding of safety awareness. For example, they practise fire drills with them.

Outcomes for children require improvement

Children develop some of the skills needed for their next stages of learning. For example, older children participate in group song times and story times, which aids their basic literacy and mathematical skills. All children generally are developing independence, for example, they are able to choose what to play with from the toys and equipment available.

Setting details

Unique reference number	EY489481
Local authority	Reading
Inspection number	10085126
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 5
Total number of places	52
Number of children on roll	62
Name of registered person	Greyfriars Ministries Ltd
Registered person unique reference number	RP902324
Date of previous inspection	10 July 2018
Telephone number	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 16 members of staff. Of these, 14 hold appropriate childcare qualifications at level 2 or above.

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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