

Bubbles @ Lingmoor

Ling Moor Primary School, Inns Close, North Hykeham, LINCOLN LN6 8QZ



Inspection date	12 August 2019
Previous inspection date	22 March 2016

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

Summary of key findings for parents

This provision is good

- Staff actively encourage positive behaviour. For example, children are recognised for their kindness and become 'stars of the week'. Staff give children a certificate and trophy to praise their achievements. This helps to raise their self-esteem.
- Staff ask children about what they like to play with, when they first start. This helps staff to plan activities that promote children's interests. This helps children to settle quickly.
- Staff provide opportunities for children to develop their understanding of the world, including living things. For example, they arrange for children to see a pony. Children feed grass to the pony and develop their knowledge of how to care for animals.
- Staff speak to parents daily about their children's achievements. Parents comment positively about the club. They say that they appreciate staff taking children to different places in the local community, such as to the park and supermarket.
- The management team carries out regular supervision and appraisal meetings with staff. This enables staff to identify their own strengths and areas of improvement. The management team supports staff's professional development. For example, staff attend training to develop their understanding of how to support children's behaviour. This includes talking to children about how they are feeling.
- Staff offer children nutritious snacks and meals. They provide opportunities for children to make their own meals. For example, children choose from a range of healthy food options to put on top of a pitta bread base.
- The manager and staff do not consistently make strong links with the schools that children attend, to enable a consistent, shared approach to children's experiences.

What the setting needs to do to improve further

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

- strengthen partnerships with schools that children also attend, to consistently support and complement children's experiences.

Inspection activities

- The inspector observed the activities indoors and outdoors, and the interaction between staff and children.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the management team and provider. She reviewed relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector
Hayley Ruane

Inspection findings

Effectiveness of leadership and management is good

The management team and staff evaluate the club effectively. They gather feedback from parents to help identify ongoing improvements. Recent changes to the organisation of toys and resources offer children more choices in their play. Safeguarding is effective. Staff know the signs and symptoms of abuse. They are confident of the procedure to follow if they have concerns about the welfare or safety of children in their care. The management team uses robust recruitment procedures to make sure that staff are suitable in their roles. Staff provide opportunities for children to learn how they can keep themselves safe. For example, they talk to children about how to safely feed and to walk around the back of ponies.

Quality of teaching, learning and assessment is good

Staff know children well. They are qualified and support children's individual needs effectively. Staff encourage children's role-play experiences. For example, when younger children ask staff if they would like a pretend ice-cream, staff talk to them about their favourite flavour. Children demonstrate good imaginative skills when they play with pretend food. Older children pretend to make 'potions' when they mix beads and water in bottles. Staff provide opportunities for children to develop their literacy skills. Children use pens to colour in pictures and to trace images. Children say that they are 'colouring in very neat'. Staff encourage children to learn new skills. For example, when an electronic toy stops working, staff let children use screwdrivers to open the battery casings. Children demonstrate good hand-to-eye coordination. Staff support children with special educational needs and/or disabilities well. Staff spend one-to-one time with them to support their individual needs.

Personal development, behaviour and welfare are good

Children are confident, happy and settled. They build strong bonds with staff and form secure friendships with other children. Children demonstrate that they feel safe and are emotionally secure. Staff encourage children to play cooperatively and to share and take turns when they play games. Children demonstrate an understanding of rules and boundaries. They say that they are 'not allowed to touch other people if they don't like it, only if you are playing tig'. Children behave well and know what is expected of them. They demonstrate a good understanding of the routine of the day. When staff clap their hands, children stop and wait for instructions, for example to tidy away toys and when it is time for a meal or snack. Children build further on some of the skills they learn at school. Staff encourage children to follow appropriate handwashing routines as a way to promote their personal hygiene. They provide daily opportunities for children to have fresh air and physical exercise. For example, children have use of the host school playground and field. Staff ask children to carry out small tasks, such as handing out plates to other children at mealtimes. This helps children to gain a sense of responsibility. Staff offer children a good range of toys and resources. Children access these independently and follow their interests.

Setting details

Unique reference number	EY474619
Local authority	Lincolnshire
Inspection number	10075719
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	4 - 10
Total number of places	80
Number of children on roll	147
Name of registered person	Bubbles Daycare (Lincoln) Ltd
Registered person unique reference number	RP902639
Date of previous inspection	22 March 2016
Telephone number	07407 404103

Bubbles @ Lingmoor registered in 2014 and is situated in North Hykeham, Lincoln. The club employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The club opens from Monday to Friday all year round. Sessions are from 7.45am until 8.50am and from 3pm until 6pm during term time. During the school holidays, sessions are from 8am until 6pm.

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