

Inspection of Bubbles @ The Globe

The Globe, 12 Portman Road, Reading RG30 1EA

Inspection date: 15 November 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Staff greet children with warmth and affection when they arrive. This helps children to feel comfortable, safe and secure. Babies form strong bonds with their carers. They regularly go to them for cuddles and curl up on their laps during activities. Children develop good levels of confidence. They are becoming increasingly independent in their self-care skills, such as serving their own meals and drinks and managing their personal care needs. Children behave well. Staff are good role models and help children learn to be polite and considerate to their friends. For instance, they help them understand the importance of sharing the toys and resources.

Staff have high expectations of what each child can achieve, including those with additional needs and those who speak English as an additional language. All children are developing the skills they need for their future learning and eventual move to school. Children throughout the nursery have positive attitudes to learning. Older children show particularly good levels of concentration and enjoyment during activities. For example, they focused well when making modelling dough and eagerly used the dough to make a large birthday cake. They took great pride in their finished cake. Children used their imaginations well as they added small paintbrushes for candles, which they enthusiastically 'blew out' after singing 'Happy Birthday'.

What does the early years setting do well and what does it need to do better?

- Managers have taken effective action to improve the quality of the provision since the last inspection. They have supported staff well to raise their teaching skills. Staff have enhanced opportunities for babies to explore a range of media and materials. For example, babies recently made paper from scratch, which they then used for their paintings.
- Staff plan a broad curriculum based on children's interests and learning needs. They provide children with particularly good support to develop their early mathematical skills, such as during 'transition' activities. Older children keenly practised counting, named shapes and learned about simple calculations while waiting for their lunch to be set out.
- Managers and staff provide good support for children with special educational needs and/or disabilities and for those who speak English as an additional language. They work effectively in partnership with parents and seek support from outside agencies when necessary, to help children do well.
- Staff know children well overall. However, at times they do not use their good knowledge of children to plan precisely for their next steps. For instance, on occasion aspects of adult-led activities are too challenging for all children to take part.

- Children develop an enjoyment of reading. Staff support them well to learn new words as they read stories. They discuss what they can see in the pictures to broaden children's understanding. However, occasionally, staff do not encourage children to think through and explore their own ideas. This limits children's opportunities for sustained high-quality learning.
- Staff praise children regularly. They provide effective support to help them keep trying when they come up against difficult activities, such as dressing the dolls. This helps children learn to be resilient.
- Children's good health is promoted effectively. They have daily access to outdoor play and receive freshly prepared meals and snacks. Staff are careful about ensuring that children's individual dietary needs are met at mealtimes. Children learn about the importance of good hygiene from a young age. This was demonstrated well when babies were encouraged to 'rub-a-dub-dub' their hands with soap and water as they prepared for a cooking activity.
- Managers monitor the provision successfully. They have effective procedures in place to support staff practice, such as providing them with access to an online learning site. This means that staff take some responsibility for organising and managing their own professional development. Following recent training, staff say they feel more confident about supporting children who have food allergies.
- Parents spoken to during the inspection are happy with the care provided for their children. They are highly complimentary about the welcoming and friendly staff. Parents feel well informed about their children's experiences at the nursery through the daily diary sheets. They appreciate the guidance that staff provide to help them support their child's learning and development at home, such as with toilet training.

Safeguarding

The arrangements for safeguarding are effective.

Managers have recently reviewed the effectiveness of the safeguarding policy and procedures. They make sure that staff undertake regular training to keep their safeguarding knowledge up to date. Staff demonstrate a good understanding of the signs that may indicate a child is at risk of harm and what to do if they have any concerns. They understand the reporting procedures if they have a concern about the behaviour of another member of staff, including contacting relevant outside agencies with responsibility in a timely manner. Effective recruitment procedures are implemented to help check that staff are suitable to work with children.

What does the setting need to do to improve?

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

- make better use of what is known about individual children to plan even more

precisely for their next steps, to help them make the best possible progress

- help staff to refine their questioning skills, to further support children to think through and explore their own ideas.

Setting details

Unique reference number	EY489481
Local authority	Reading
Inspection number	10089167
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 to 4
Total number of places	52
Number of children on roll	39
Name of registered person	Greyfriars Ministries Ltd
Registered person unique reference number	RP902324
Telephone number	0118 9514443
Date of previous inspection	5 December 2018

Information about this early years setting

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 6pm 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 12 members of staff. Of these, 11 hold appropriate childcare qualifications at level 2 or above.

Information about this inspection

Inspector

Margaret Davie

Inspection activities

- The inspector conducted a learning walk to discuss how the curriculum is planned and how staff plan to help children develop their knowledge and skills.
- The manager and the inspector carried out a joint observation, and the inspector tracked children's experiences in each of the rooms.
- Children, staff, managers and some parents spoke with the inspector.
- The inspector observed staff interactions with children and the impact of teaching on children's learning and development.
- The inspector reviewed a sample of documentation, including staff first-aid certificates and evidence of staff suitability.

We carried out this inspection 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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