

# Inspection of Bubbles Nursery and Out of School Club

Wilmott Place, Sandwich CT13 0QB

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Inspection date:

22 January 2020

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

## What is it like to attend this early years setting?

### The provision requires improvement

Children settle well and are happy to attend the nursery. They move between the baby room to the older room effectively and the youngest children in the room show confidence as they play. Children build close relationships with staff who know their individual needs well. For example, children go to staff for help and enjoy involving them in their play. Children are kind to each other, for example they offer help to younger children who struggle with their coats. However, at times children's behaviour deteriorates. The support children receive from staff is not always consistent to help them develop their understanding of how to behave.

The new planning system and curriculum give staff clear next steps to support children's learning and they have appropriate expectations. Children with special educational needs and/or disabilities and who speak English as an additional language are supported well. However, some partnership working with parents does not support children's care and learning needs effectively. Staff do not always have detailed discussions with parents about children's learning to help them make consistently good progress. The manager has a secure knowledge of the overall progress of groups of children and has plans in place to address this.

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

- The new management team has worked tirelessly in a short space of time to have a positive impact on the setting. There is a clear focus to help bring positive changes to outcomes for children. The manager has a strong drive to involve staff, parents and children in raising standards in the setting. Her evaluation of practice is accurate and she is determined to support staff to succeed.
- Children enjoy being independent throughout the day. For example, pre-school children and toddlers are confident to serve their own food and drinks. They access the new tissue station to wipe their own noses. This shows that they are beginning to manage their own care needs well.
- The quality of staff interaction and teaching varies. Some staff who work with the older children have strong practice. For example, children are highly engaged in creating and developing their 'Chinese dragon'. They use glue, paper, straws and sticky tape to build their ideas. Staff encourage them to consider how to put their plans into action and children develop their concentration skills well. However, at other times, staff interaction and the support for children is less focused. Babies in particular have less input to build their language and knowledge further. This means that the progress children make is not consistent.
- Pre-school children and toddlers listen well to instructions and enjoy the opportunity to play games. For instance, they join in with running games and

wiggle and jump with delight. They are able to stop and wait to hear what to do next. This supports their communication and language development.

- Staff do not always risk assess throughout the day effectively and support children to have a secure understanding of hazards. For example, checks are not always completed before children use the garden. As a result, staff have to try and prevent babies from touching toys as they move them out of reach or get items from inside that mean they are not always close by to support children. At times, staff do not take opportunities to teach children about the risks involved with using certain equipment, such as scissors. This means that staff are not always vigilant.
- Staff do not always offer children enough support to learn how their behaviour affects others. At times, children's behaviour becomes disruptive and staff are not with their support. As a result, children do not have clear boundaries and enough guidance to consistently behave well.
- Staff do not always have more detailed discussions with parents to help support their learning in the setting. For example, they are not always aware of aspects of children's home lives that impact on the care and learning offered in the setting.

## Safeguarding

The arrangements for safeguarding are effective.

Staff's knowledge and understanding of safeguarding have benefited from recent training and support to develop their skills. They are aware of areas that may show that a child is at risk of abuse, including wider safeguarding concerns, such as the 'Prevent' duty. The designated lead ensures that they have quick access to information that helps them refer their concerns to the appropriate agency, if needed. Recruitment and vetting procedures are appropriate to ensure that staff are suitable to work with children. This helps keep children safe and protect them from harm.

## What does the setting need to do to improve?

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

	Due date
ensure that risk assessments are thorough and practice consistently supports children to be safe and learn about their own safety	10/02/2020

develop staff's teaching skills to ensure that interactions are consistent and support children to develop their skills and knowledge, to help them make good progress	10/02/2020
develop partnership working with parents to ensure detailed discussions take place about children's learning needs to best support their development.	10/02/2020

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

- provide more consistent support for children to help them understand the impact of their actions and learn how to behave well.

## Setting details

<b>Unique reference number</b>	EY479041
<b>Local authority</b>	Kent
<b>Inspection number</b>	10119029
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 to 7
<b>Total number of places</b>	25
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Alpha Nurseries Ltd
<b>Registered person unique reference number</b>	RP900801
<b>Telephone number</b>	01304 615487
<b>Date of previous inspection</b>	24 July 2019

## Information about this early years setting

Bubbles Nursery and Out of School Club registered in 2014 and is located in Sandwich, Kent. It is one of 30 nurseries owned by Alpha Nurseries Ltd. The nursery is open five days a week from 7.30am to 6pm, for most of the year. The provider receives funding to provide free early education for children aged two, three and four years. The setting employs eight members of staff, seven of whom work directly with children. Six staff members hold relevant early years qualifications at level 3.

## Information about this inspection

### Inspector

Sarah Taylor-Smith

## Inspection activities

- The inspector spoke to parents and took their views into consideration.
- A learning walk was completed by the manager and the inspector to learn about the setting.
- The inspector observed the quality of teaching and assessed the impact on children's learning. She spoke to children and staff at appropriate times during the inspection.
- The inspector jointly observed children's play with the manager and discussed children's learning.
- The manager, the inspector and a senior manager held a meeting to discuss the setting.

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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