

# Inspection of Bubbles Nurseries

21 Shawbrooke Road, Eltham, LONDON SE9 6AE

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Inspection date:

17 September 2021

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Outstanding

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

### **The provision requires improvement**

The curriculum intent is not fully understood by all staff across the nursery. As a result, some staff do not understand what they want children to learn and do not engage all children in activities effectively. Despite this, some staff demonstrate an understanding of how to build on what children know and can do well. Therefore, the quality of the teaching and the activities offered is variable. The manager and staff care deeply for the children, treating them with kindness and respect at all times. They greet children warmly, with expressive smiles, and cuddles, if needed. Children are listened to and reassured when upset or anxious. Staff consider children's interests. Children know how to keep themselves safe. They learn how to climb the stairs safely and how to exit the premises calmly when there is a fire drill.

Children form secure attachments with staff, which helps to promote their well-being and independence. Staff promote a caring and friendly atmosphere. Parents comment that their children settle well and 'love' attending. Children's achievements are praised, and staff are patient, supporting children to behave well. Staff understand children's eating and sleeping patterns. They meet the personal needs of children of all ages well. Older children are becoming increasingly independent in managing their own personal needs. They use the toilet and wash their hands, putting the paper towel in the bin afterwards. When children start at the setting, staff seek to understand what wider experiences of the world children have had. This informs how the provider uses funding to enhance children's experiences and opportunities, so they are not disadvantaged.

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

- Staff plan good routines in the nursery to support children to understand what comes next. In the main, children are motivated to learn and show good levels of engagement. However, in the toddler room, the available resources are not consistently planned to focus on children's learning. On occasion, children are not inspired or excited by the resources. They then lose interest and are not engaged in their learning. Some staff do not fully understand how to plan activities that are appropriate to children's levels of understanding. Therefore, children are not consistently challenged.
- The manager has regular meetings with staff to provide supervision opportunities. Staff benefit from training to help develop their knowledge and practice. For instance, staff have completed training that has supported them well to use positive behaviour management with children. Leaders have recently attended training in curriculum planning and will be cascading this to the staff.
- Partnerships with parents are good. Parents speak highly of the nursery. They receive regular updates about their children's progress and formal reports. Staff

identify children who may have special educational needs and/or disabilities through their observations. They take swift action to help families access relevant services from other agencies, to ensure that children with a specific need are appropriately supported.

- Children are supported well to develop a love of books. Staff read to children at every opportunity. They are skilled at capturing children's interest in stories. Children snuggle into staff and listen intently when being read to, asking questions and making links. Staff use visual prompts and key words in children's home languages to help them understand routines and feel valued.
- Staff are skilled and vigilant when noticing children's emotions. This enables all children to behave well and feel safe. Older children learn to communicate their feelings and needs through signs with staff's support. For example, children give staff the 'thumbs up', 'thumbs down' or 'in between', to demonstrate how they are feeling.
- Children develop good physical skills. They enjoy being active and using their imaginations outside in the fresh air. For example, children enjoy a parachute game and delight in jumping up and down with it and running underneath. They climb the slide with skill and take turns with their friends to slide down it.
- Older children are able to engage in discussions and articulate their ideas with good levels of confidence. However, staff occasionally, in their eagerness for children to learn, do not give children enough time to respond before asking another question.
- The nursery is kept hygienically clean, and children are offered healthy and balanced meals. Staff take parents' comments into consideration when planning the menu. Children learn to serve themselves and eagerly try new foods.

## Safeguarding

The arrangements for safeguarding are effective.

There are robust recruitment procedures in place to ensure the suitability of all staff. Staff have a good understanding of their roles and responsibilities to keep children safe. They know what to do if they are concerned about a child's welfare. They understand the procedures to follow should an allegation be made against a staff member. The premises and garden are safe and secure.

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

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

	<b>Due date</b>
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ensure that all staff are able to understand and implement the curriculum effectively and are fully aware of what they want children to learn and why	04/10/2021
make sure that the resources and learning experiences provide adequate challenge and are appropriate for all children's stages of learning.	04/10/2021

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

- allow children more thinking space and time to finish their responses when being questioned or engaging in conversations with staff.

## Setting details

<b>Unique reference number</b>	EY494343
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10202945
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Bubbles Nurseries Limited
<b>Registered person unique reference number</b>	RP534953
<b>Telephone number</b>	02088590888
<b>Date of previous inspection</b>	2 March 2018

## Information about this early years setting

Bubbles Nurseries registered in 2015. The nursery is open from 7.30am to 6.30pm, Monday to Friday, for 51 weeks of the year, closing only between Christmas and New Year. The provider receives funding to provide early education to children aged two, three and four years. There are 15 staff who work with the children, of whom, 12 hold relevant childcare qualifications at level 2 or above.

## Information about this inspection

### Inspector

Denys Rasmussen

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector held discussions with staff about children's achievements.
- The nursery manager and the inspector completed a learning walk together.
- The inspector spoke with parents during the inspection.
- A joint observation of an activity was completed with the nursery manager.
- The inspector observed children engaged in activities and staff's interactions with children.

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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