

Inspection of Bright Bubbles

1 James Reckitt Avenue, HULL HU8 7TH

Inspection date:

19 January 2023

Overall effectiveness

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

Good

What is it like to attend this early years setting?

The provision requires improvement

Nursery leaders do not have a robust overview of the curriculum. As a result, they are not able to confidently demonstrate how the curriculum provides appropriate challenge and builds children's learning across the nursery. Despite this, children enjoy the different activities that staff plan during the day. Staff observe children's interest in ice that has formed in the outdoor area. They place blocks of ice on a tray inside and encourage children to talk about how the ice looks and feels. Children learn about animals that live in cold places, such as polar bears.

The key-person role works very well in the nursery. Children form strong attachments to their nominated key person, which supports their emotional well-being. Staff in the baby room are extremely attentive in meeting the needs of babies who are not yet walking. They ensure that babies can participate in all of the planned activities. Mobile babies quickly develop the confidence to explore the range of toys in the room. Children behave well and show good levels of cooperation. They form strong friendships with each other. Staff praise their good behaviour, for example, when they share resources and take turns.

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

- Staff use their observations to identify what they want children to learn next. However, they do not always make the best use of their interactions with children. At times, they focus solely on asking questions to check what children know. This means children are not always given the best opportunities to help them develop their knowledge and skills further.
- Parents express positive views of the nursery staff. They comment that staff show a genuine interest in their children. Parents praise the good levels of communication between the nursery and home. They say that they are confident that their children are safe and happy.
- Children learn about different ways to keep their bodies healthy. They all spend time outside where they can be physically active and enjoy the benefits of fresh air. They learn the importance of washing their hands before meals and after going to the toilet. The nursery cook prepares a very good range of nutritious, balanced meals that children obviously enjoy.
- Nursery leaders have not fully considered how to promote the home languages of children who speak English as an additional language. There is not a consistent approach for children to hear and use their home languages in the nursery. This means that some children struggle to understand and follow the nursery routines and to form a strong foundation in their home languages.
- The special educational needs coordinator ensures that children with additional needs get the right help promptly. She works well with parents and other partners, such as local authority services, to support children so they can

continue to access the curriculum and be capable, motivated learners.

- Staff are alert to the different ways children express their feelings. They respond when children may need a cuddle or reassurance, especially when they are new to the nursery. Staff plan times during the day for older children to talk about their feelings. They encourage children to listen carefully to each other to help them understand their own feelings and those of others.
- Children demonstrate good levels of independence in their self-chosen activities. They are confident to ask for help when required. Staff have good arrangements in place for children moving to new rooms. They plan regular visits for children to the new rooms to help them become familiar with staff and the environment. They pass on relevant information about children's care and learning needs.
- Staff report that they feel well supported by the nursery manager. They have supervision meetings and value the open-door ethos that the manager promotes. This means they are confident to share any concerns about their workload or personal circumstances at any time. Staff say they enjoy their individual roles and being part of the nursery team.

Safeguarding

The arrangements for safeguarding are effective.

Nursery leaders have robust safeguarding procedures. They ensure that staff can access relevant training to keep their knowledge of safeguarding up to date. New staff are well supported to understand all policies and procedures that relate to children's welfare. The required checks are made on staff to establish their suitability to work with children. Staff know the signs that may cause them to be concerned about a child and understand their responsibilities to report any concerns immediately. Children are always well supervised throughout the day. For example, staff regularly check on sleeping babies and children.

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 nursery leaders have a robust oversight of the curriculum, so that it is well-sequenced and provides appropriate levels of challenge, and support staff in its implementation	03/02/2023
improve the quality of teaching during adult interactions with children by focusing more on building on what children have previously learned.	03/02/2023

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

- provide a consistent approach to support children who speak English as an additional language so they feel more involved in daily routines and have opportunities to develop their home languages further.

Setting details

Unique reference number	509957
Local authority	Kingston Upon Hull City Council
Inspection number	10234582
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 9
Total number of places	72
Number of children on roll	63
Name of registered person	Happy Kidz Limited
Registered person unique reference number	RP902068
Telephone number	01482 788848
Date of previous inspection	16 March 2017

Information about this early years setting

Bright Bubbles, previously known as Happy Kidz, registered in 1996. The nursery employs 11 members of childcare staff, who all hold appropriate early years qualifications. The nursery opens from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rose Tanser

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken this into account in the evaluation of the nursery.
- The inspector gained the views of parents through phone calls.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The nursery manager and the inspector completed joint observations and discussed the impact on children's learning.
- The inspector held meetings with the nominated individual to discuss the leadership and management of 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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