

Inspection of Bubbles Nursery

Bubbles Nursery, Eastnor, LEDBURY, Herefordshire HR8 1RW

Inspection date: 5 May 2023

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

The provision is good

Children settle quickly when they arrive and confidently say goodbye to their parents and carers. Staff warmly welcome children and allow them to explore the wide range of activities that are thoughtfully set out for them. Children quickly learn the daily routines and what is expected of them. They show confidence and understanding in knowing when they need to tidy up and get ready for the next part of their day.

Children develop knowledge about the world around them. They enjoy visiting a local residential home. They take part in activities which extend their social skills and encourage them to work together with their peers. All children display positive attitudes towards their learning. They excitedly make crowns for the King's coronation with some of the residents. Children benefit from lots of encouragement and praise from staff as they discuss their creations. Children behave well. They understand they need to share resources and use good manners. For example, one child says, 'Do you mind if I use this one, as I really like it?'. This shows that children learn to show respect and consideration from an early age.

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

- The manager and nursery leaders are ambitious. They have a clear vision to provide children with a varied curriculum, which they reflect on daily. Staff know their key children well. They talk confidently about their starting points and the progress they have made since starting at the nursery. Staff set clear next steps for children, which helps to prepare them for the next stage in their learning.
- Children are provided with lots of opportunities to promote their personal development. Staff encourage all children to brush their teeth daily at the setting and regularly discuss the importance of oral hygiene. Children independently wash their hands before eating freshly prepared meals and snacks.
- Partnership working with parents is good. Parents comment on the welcoming environment and friendly staff. Staff keep parents informed about what is happening within the setting through daily feedback and a termly newsletter. However, this communication with parents does not always routinely keep them updated on how to support their children's learning further at home.
- The curriculum enables children to develop their mathematical skills. Children show their understanding by using mathematical concepts within their play. Older children discuss eye colours and recognise that they both have blue eyes. They comment that they are a 'matching pair'. Younger children compare the sizes of jugs as they pour water from one jug to another. They correctly identify which is the small and large jug.
- Staff comment that they feel supported in their roles. They talk positively about the approachable management team and the focus on staff's well-being. The

manager conducts regular staff meetings, supervisions and appraisals to monitor staff practice. Staff are set regular targets to continue to develop their practice.

- The manager and leaders implement a well-designed curriculum to support the development of children's communication and language. However, on occasion, there are times where staff working with younger children could introduce even more vocabulary to further build on their emerging language skills.
- The support in place for children with special educational needs and/or disabilities (SEND) is excellent. Leaders act swiftly to get the support children need. External intervention plans are shared with parents. All children, including those with SEND, make good progress at the nursery.
- Children learn to understand and manage their own feelings from an early age. They understand the impact their actions can have on others. For example, during water play, younger children share resources with each other. They say 'please' and 'thank you' as they exchange resources. Staff consistently remind children to use positive manners.
- Staff support children to develop lifelong skills. For example, older children have weekly physical education lessons where they learn to dress and undress themselves. This helps them to develop key skills that will support them well when they make the transition to school.

Safeguarding

The arrangements for safeguarding are effective.

All staff demonstrate that they have a secure understanding of the different types of abuse and the signs to be aware of. Staff recognise the need to record concerns and who to contact should they have a concern about a child's welfare. Staff understand the whistle-blowing procedure. The manager has secure knowledge of how to deal with any allegations made against staff. Robust recruitment and vetting procedures are in place. Leaders ensure that all staff working with children are suitable and receive safeguarding training upon induction. Risk assessment is effective. All areas of the nursery are safe and secure.

What does the setting need to do to improve?

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

- support staff working with younger children to introduce even more vocabulary during children's play to enhance their communication and language skills even further
- further strengthen communication with parents to ensure they are aware of what their children are learning, and enable them to fully extend their children's learning at home.

Setting details

Unique reference number	EY391346
Local authority	Herefordshire
Inspection number	10280627
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 10
Total number of places	50
Number of children on roll	127
Name of registered person	Bee, Sheila
Registered person unique reference number	RP514698
Telephone number	01531 632425
Date of previous inspection	31 August 2017

Information about this early years setting

Bubbles Nursery registered in 2009 and is in the area of Eastnor. The nursery employs 18 members of staff. Of these, 16 hold appropriate early years qualifications at level 2 and above. Sessions run from 7.30am to 6pm, Monday to Friday. The nursery operates all year round, except for bank holidays, a week at Christmas and a week at Easter. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Freya Marskell

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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