

# Inspection of Bubbles Active Play And Blue Bubbles Pre-School

7a Sketchley Meadows, HINCKLEY, Leicestershire LE10 3EN

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Inspection date: 27 September 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 are happy in this welcoming, friendly pre-school. Staff build strong relationships with the children and encourage them to settle into their play. Children move around the playroom safely, choosing what they want to do from an array of activities. Staff support children's independence as they encourage them to find and put on their coats and shoes. Children know the routine and line up to safely walk to the outside area. Children develop physical skills as they run up and down ramps and ride bicycles.

Staff have high expectations for children's learning and interweave favourite stories and counting into children's activities. For example, as children hunt for hidden bears, staff help children recall familiar phrases from a popular story and help children count the bears they find. To extend children's learning, they encourage them to take photos of the bears they find.

Staff have a calming manner. They support children's behaviour and help them learn how to take turns and share resources. Children are encouraged to share the wooden hedgehogs as they construct. Staff remind them to take turns as they place the hedgehogs on top of each other. They repeat, 'It's your turn', helping children learn how to wait and when it is their turn to have a go.

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

- The manager is passionate about her role and has a good overview of the curriculum. Staff implement an exciting curriculum that encourages children to problem solve. For example, children find ways to get pom-poms out of ice. Children enjoy this activity and scream with delight as the ice starts to melt. However, staff do not always carefully plan group activities to ensure all children can take part. For example, during circle time, less confident children are not supported to join in.
- Staff promote children's language skills effectively. They get down to the children's level and talk to them about what they are doing. Staff help two-year-old children build sentences and understand new words, such as 'nocturnal', as they play with toy owls. Staff encourage older children to share their views and hold conversations. For example, children talk about how they are going to make their magic potions using green water and why they need pots to put them in.
- Staff support children's future learning well. They help children to develop their small-muscle skills and strengthen their fingers. For example, children become engaged in manipulating the play dough. They pat and poke with their hands and fingers and use rolling pins to make 'sausage rolls', 'hot dogs' and 'cheese sandwiches'.

- Inclusion is a real strength of this pre-school. Children with special educational needs and/or disabilities receive good support. Staff who are inclusion leads are knowledgeable about children's individual needs. They work with parents and outside professionals to ensure children receive the support they need to help them succeed.
- Staff encourage children to behave well and to be caring and kind. They are positive role models and teach children to play cooperatively. They praise children with comments, such as 'good job' and 'well done'. However, staff do not always explain to children what they are being praised for to enable them to recognise and celebrate their own achievements.
- Parents speak highly of the pre-school. Staff send home photos of children's activities and talk to parents about what children are learning. Parents state they like the amount of information they receive and say staff provide ideas to help them extend their child's learning at home. Staff extend the experiences children have at home to widen their knowledge. For example, children go on nature walks, use soft-play areas and visit the local school for assemblies.
- The manager recognises the importance of continuous professional development. All staff receive regular supervision and complete training to improve their interactions with children. Staff are currently working to become an 'accredited healthy pre-school'.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff attend regular safeguarding training to update their knowledge. They understand their role and responsibility to keep children safe. Staff have a good understanding of procedures to follow if they are concerned about a child's welfare. The manager ensures staff understand the correct procedures to follow if an allegation is made against a staff member. Staff risk assess the environment throughout the day to ensure the premises are safe and secure. The manager has robust recruitment procedures in place and completes ongoing checks to help ensure staff working with children remain suitable.

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

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

- develop the organisation of group activities, so that all children can fully participate
- strengthen support for children, so they understand what they are being praised for and can recognise their achievements.

## Setting details

<b>Unique reference number</b>	EY497949
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10308596
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Bubbles Active Play And Blue Bubbles Pre-School Limited
<b>Registered person unique reference number</b>	RP909385
<b>Telephone number</b>	07837729079
<b>Date of previous inspection</b>	27 March 2018

## Information about this early years setting

Bubbles Active Play And Blue Bubbles Pre-School registered in 2016. It operates from a leisure unit in Sketchley Meadows, Hinckley in Leicestershire. The pre-school opens Monday to Friday, all year round. Sessions are from 7.30am until 5pm. The pre-school employs seven members of childcare staff. Of these, five staff hold an appropriate early years qualification between level 3 and 6. The manager holds early years professional status and is an early years qualified teacher. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jan Hughes

## 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 provider and has taken that into account in their evaluation of the provider.
- The inspector completed a learning walk of the pre-school with the manager and discussed how the curriculum is organised and implemented.
- The manager took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact on children's learning.
- The children spoke with the inspector and invited her into their play at appropriate times throughout the inspection.
- The inspector spoke to a small number of parents and took account of their views.
- The manager showed the inspector relevant documentation and evidence of the suitability of staff.
- The inspector observed the interactions and conversations between the staff and the children and considered the impact these have on children's learning.

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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