

Inspection of Tiny Bubbles @ Jesters

Jesters Adventure Play, Beversbrook Industrial Estate, Calne, Wiltshire SN11 9PL

Inspection date: 1 November 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 arrive happy and ready to start their day. Friendly, nurturing staff welcome them. They promote children's independence by encouraging them to remove their shoes and hang their belongings on their pegs. Staff give parents time during the handover to share any information to help ensure children's needs are best met throughout the day. Parents leave knowing their children are well supported. Children settle quickly and confidently explore their environment.

Leaders work with staff to construct and deliver an ambitious and meaningful curriculum. They use an effective monitoring and assessment process to ensure they tailor the curriculum to meet the needs of the children. Staff use their knowledge of what children already know and support them well to make progress in their next steps in learning. For example, staff focus on developing babies' early communication skills by using resources that they know the children will enjoy, such as toy animals. Staff make animal sounds and encourage the babies to mimic them as they explore the animals. Babies babble and begin to use single words. Toddlers receive positive input from staff to become more physically capable. They develop their physical skills when they climb, run and jump in the soft play area. Staff encourage toddlers to try new movements like 'roly-polies' and praise them when they have a go. Older children have many opportunities to be imaginative. They gain good control of pens and crayons as they draw 'monsters' with various colours. Staff engage children in conversations about their creations. Children engage with purpose and enjoy learning.

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

- Leaders provide a positive and happy environment for all that attend. Leaders know their team well and offer staff various training opportunities. For example, some staff have completed training on further promoting children's physical development as this is an area the setting is focusing on. Staff say that they are well supported by leaders and are confident to seek their support if required. They speak highly of their team and how well they work together to provide a quality learning environment for the children.
- Children and families are well supported. Parents say that their children love attending and have great bonds with staff. They say that their children have made good progress and that they are kept informed of what they are learning. Staff provide opportunities for parents to attend termly meetings to discuss development and leaders support families to complete paperwork for additional support where needed.
- Children mostly behave well and build positive relationships with their peers. Babies beam with excitement as they explore shaving foam alongside others. Older children share books together and recall their knowledge of the story.

However, at times, when children display unwanted behaviour, staff do not always use consistent strategies to manage this. For example, when toddlers become frustrated and hit their peers, staff say 'no hitting' and 'that is not kind' but they do not always talk to children about the impact their actions may have on others.

- The key-person system is well established. Staff know all children well. Staff in the baby room meet babies' care needs successfully and are aware of their individual routines. Toddlers have good bonds with staff. They enjoy cuddles with them when they need reassurance. Older children seek staff for support where needed and enjoy interactions with them.
- Staff create structured activities for older children to develop their focus and concentration in preparation for school. Children enjoy a group circle time, where they greet their friends and discuss the weather. However, at times, some children lose interest and leave the group activity. For example, children who find it hard to engage for extended periods quickly get bored when staff extend the discussion further. At times, this distracts other children and they also begin to lose focus. Staff do not always use successful strategies to encourage children to remain focused or rejoin the activity. Children do not always get the best learning opportunities from group activities.
- The special educational needs coordinator (SENCo) works closely with external agencies to seek advice for children who need extra support with learning. She attends regular training to ensure she is knowledgeable in her role. The SENCo monitors children's progress alongside the key person. If they identify any gaps in development, they work together with parents to implement strategies to help close these. She makes timely referrals where required. Children are well supported and make good progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand the importance of safeguarding and their role to help keep children safe. They are aware of the signs and symptoms that may indicate that a child is at risk. They know the procedures to follow if they need to report and record a concern. Staff understand the process to follow should they have concerns about a member of staff's practice. They are aware they can contact external agencies for guidance and support if required. Leaders have a rigorous recruitment process to help ensure staff are suitable to work with children.

What does the setting need to do to improve?

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

- support staff to use consistent strategies to manage children's behaviour and teach them the impact their actions may have on others

- support older children to consistently engage successfully during group activities so that they build concentration skills and get the best learning experiences.

Setting details

Unique reference number	EY486437
Local authority	Wiltshire
Inspection number	10308462
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	46
Number of children on roll	56
Name of registered person	Jester's Adventure Play Ltd
Registered person unique reference number	RP534368
Telephone number	01249 824973
Date of previous inspection	27 March 2018

Information about this early years setting

Tiny Bubbles @ Jesters was registered with Ofsted in 2015 and is based in Calne, Wiltshire. The nursery employs eight members of staff, two of whom hold early years teacher status and four hold a relevant early years qualifications at level 2 or above. Two members of staff are unqualified. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah-Louise Clements

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of teaching and the interactions between staff and children and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector carried out a joint observation of a group activity with the manager.
- Children spoke to the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The leaders shared relevant documentation with the inspector.

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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