

# Inspection of Bubbly Bear

27 Lomond Road, Manchester M22 5JA

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Inspection date:

6 March 2024

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## Overall effectiveness

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## Requires improvement

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

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

### The provision requires improvement

Due to recruitment issues, the manager has not been able to have a good-enough oversight of the setting and the quality of education that is being provided. Staff provide a range of activities for children that focus on their interests. However, some staff do not pitch their interactions or the learning experiences at the appropriate level for children's development. This hinders the overall progress children make as experiences are sometimes too ambitious or not ambitious enough. This has an impact on children's attitudes to learning, as at times they become disengaged.

Staff provide a warm and supportive atmosphere for children. They form strong bonds with children, which helps them to settle quickly and feel secure. Babies cuddle up on their key person's knee and engage in loving interactions.

Staff encourage babies to develop their listening skills as they play 'ready, steady, go' games with balls in the outdoor area. Older children explore mathematical concepts, such as heavy and light, with staff as they place different objects on weighing scales. Staff regularly receive training to help develop their skills. However, the manager has not had the opportunity to fully monitor the impact of any training staff have undergone and help further coach staff in implementing the intended curriculum. This has led to the quality of education not being consistently good and required assessments being missed.

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

- The manager has a clear view of the setting's strengths and areas that need addressing. She has made changes to how staff are deployed, and staff have undertaken appropriate training to support the age of children they are working with. However, due to a lack of oversight and monitoring of practice, the manager has not ensured the training is implemented effectively. This has led to some experiences, particularly for younger children, being too ambitious and not age-appropriate. Consequently, the quality of education varies, resulting in children not always fully engaging in meaningful learning.
- Staff do not fully support children developing their communication and language skills through their interactions. Staff ask a lot of questions in quick succession. Additionally, the vast number of questions asked limits children to only providing one-word answers. This does not encourage children to extend their vocabulary. However, at times, some experiences do help children to improve their understanding. For example, during story times, children are encouraged to recall the story.
- Leaders do not have good-enough systems in place to ensure that required assessments are taking place. This has resulted in some children not undergoing

the required progress check at age two. This hinders partnership working with other professionals as it does not provide a holistic overview of each child's development. This leaves children at risk of falling behind.

- Staff help children to develop some understanding of different cultures and religions. For example, the children have recently celebrated Chinese New Year. However, staff do not use the procedures in place to incorporate children's home language into the setting effectively. This does not fully support children's understanding of diversity and encourage children to use their home language in play.
- Staff help children to understand about being healthy. All children regularly access fresh air in the outdoor area. Children are encouraged to drink fresh water throughout the day, and staff talk to children about healthy foods. However, hygiene practices are not consistently embedded throughout the nursery. For example, children's runny noses are not always wiped. This does not help children understand how to manage their own personal care needs.
- Staff support children with special educational needs and/or disabilities (SEND). Individual plans are shared between the children's key person and the parents. This promotes consistency, both at home and within the setting, to help children progress in their development.
- Staff promote physical development well. Children have ample opportunities to strengthen their small- and large-muscle movements. For example, babies explore sensory resources, developing their whole hand grasp. Older children move freely around the outdoor area as they act out the story 'We're Going on a Bear Hunt' with staff. Children of all ages are developing their physical skills.
- Children are taught about being kind to others. Staff regularly provide activities that support skills such as sharing and turn-taking. They calmly explain behavioural expectations to children. This helps them take responsibility for their own actions and develop an understanding of managing their own behaviour.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
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ensure staff provide high quality interactions and implement age-appropriate experiences to help children make consistent progress in their development	10/04/2024
ensure systems are in place to check all children receive a progress check at age two	03/04/2024
ensure staff receive coaching and monitoring to help improve the quality of education.	03/04/2024

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

- develop opportunities for children to hear and use their home languages in the setting
- support all staff to implement hygiene practices consistently.

## Setting details

<b>Unique reference number</b>	2655543
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10308749
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Jungle Junction Denton Ltd
<b>Registered person unique reference number</b>	2526417
<b>Telephone number</b>	01619718966
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bubbly Bear registered in 2021 in Wythenshawe, Manchester. The nursery operates Monday to Friday, 7am to 6pm, all year round. The nursery employs nine members of childcare staff. Of these, five staff hold an appropriate qualification at level 3 and one holds a qualification at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Joanne Buckley

## 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked about their curriculum and what they want their children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- 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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