

Inspection of Bubbly Bear Ltd

27 Lomond Road, Manchester M22 5JA

Inspection date:

14 November 2019

Overall effectiveness

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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

The nursery is warm and welcoming. Children arrive happy and develop close relationships with friendly and caring staff. However, the quality of education and staff practice is not good enough. Recent changes in the current staff team have caused some disruption, as a result some procedures are still to be embedded into practice. Children are safe. Babies show their confidence with the equipment in place, as they confidently climb steps and whoosh excitedly down the slide, happy to experience and take on new challenges. All children enjoy the well-resourced and enabling indoor environment. However, the outdoor area is less appealing and offers limited opportunities for children to develop their skills in all the areas of learning.

Although behaviour strategies and good hygiene routines are in place, staff do not always adhere to these. As a result, children do not have a consistent approach to learn about good manners and the rules within the setting. Despite this, children do progress in their learning and have opportunities to develop some new skills. Staff make learning fun for the children.

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

- The manager has worked hard to address the action and recommendations raised at the last inspection. Established focused areas of learning have been created within the rooms to help children engage with their learning. The outdoor area has been made safe and new fencing is now in place. However, activities for children who prefer to explore and learn outdoors offer less challenge and motivation. This has a negative impact on children's overall learning opportunities.
- The manager monitors staff practice through observation, regular supervision sessions and team meetings. Despite this, the new staff team is yet to embed good working practices into daily routines. This would help to raise the quality of teaching to a consistently high level. For example, visual prompts show no more than two children are allowed to play in the water or sand at any time. However, staff fail to remind children of the rules when four children gather at the tray.
- Younger children enjoy problem-solving activities. They begin to understand about different sizes and space as they play with the hairdresser curlers. Children enjoy placing these inside or on top of each other to build a tower. However, some activities are not well matched to children's age and stage of development. As a result, some children are not challenged enough, while others become disengaged as the task is too difficult or lengthy.
- Staff do not always promote good manners with children. Children leave the table during meal and snack times. They wander around with food in their hands and staff fail to explain to them that they need to return to the table while they

eat. Good manners are not consistently applied as children are not reminded to say 'please' and 'thank you' when asking for food and drink, while others talk with their mouths full.

- Staff offer effective support and comfort to children, especially babies. They tilt a sleep mattress, allowing a child who is struggling to have a better sleep. Children are offered a cuddle and a drink as they wake up from their afternoon nap by kind staff who show their concern for their well-being.
- Parents are very complimentary about the staff, and the flexibility of the setting to meet their changing needs. Daily diaries and verbal feedback help parents know and understand what their child has been doing in nursery. Home learning sacks are available for parents to use. These help with ideas on supporting their child's learning at home through different topics, such as potty training.
- Children have regular opportunities to enjoy the local community and facilities. For example, older children travel to on the tram to attend weekly swimming lessons. This gives children experiences to help promote their confidence, which has a positive impact on the next stage in their learning, such as starting school.

Safeguarding

The arrangements for safeguarding are effective.

Staff know and understand what to do should they have any concerns about a child's safety. They are aware of the role of the local authority and when to contact them to report any concerns. Internet use is monitored, and children are well supervised when using the computer for research purposes. Risk assessment is comprehensive. Staff fully understand their roles and responsibilities in keeping children safe. Broken or damaged equipment is quickly removed to ensure children's safety while they play.

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:

	Due date
ensure daily routines prepare all children, even the youngest, to adopt consistent good table manners and behaviour to support their personal, social and emotional development.	05/12/2019

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

- develop the outdoor space to provide more stimulating and interesting

- experiences in all areas of learning for children who prefer to learn outdoors
- strengthen and fully embed systems to monitor and support staff, to address areas of weakness and achieve consistent strong practice
 - review the planning of activities for all children, in order to challenge and stretch children according to their age and stage of development.

Setting details

Unique reference number	EY497468
Local authority	Manchester
Inspection number	10115547
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	0 to 5
Total number of places	38
Number of children on roll	43
Name of registered person	Bubbly Bear Ltd
Registered person unique reference number	RP535120
Telephone number	01619718966
Date of previous inspection	7 May 2019

Information about this early years setting

Bubbly Bear Ltd registered in 2016. The nursery employs eight members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. Sessions are from 7am until 7pm Monday to Friday. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lesley Bott

Inspection activities

- The manager and inspector completed a learning walk around the nursery.
- The inspector held discussions with the manager and staff at appropriate times throughout the inspection. Evidence was checked regarding the suitability of staff working with children.
- A joint observation was carried out with the manager.
- Consideration was given to parents' comments.
- The inspector spoke to children throughout the inspection.

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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