

Inspection of Bubbles @ Lingmoor

Ling Moor Primary School, Inns Close, North Hykeham, LINCOLN LN6 8QZ

Inspection date:

16 June 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children arrive at the club smiling and are warmly welcomed by staff. They engage happily with friends, sharing stories and laughter about their day. Children quickly settle into their routine. They select activities of their choice and take part with enthusiasm. This indicates that children feel comfortable and have a sense of belonging in the club. This welcoming environment fosters a sense of security and supports children's emotional well-being.

The staff plan stimulating activities that capture children's curiosity and interest. During a sensory dough activity, children giggle with delight as they smell the vibrant, colourful dough. They easily recognise and name the scents, such as lemon, orange, and mint. Children smile with pride when staff praise them for their correct answers. This positive praise builds children's confidence. It boosts their self-esteem and motivates them to explore new experiences.

Children show positive behaviour. They treat each other with care and respect. Staff consistently remind children about their expectations. They provide children with clear explanations that help them understand these boundaries. For example, when children wear superhero masks they have created, staff gently remind them not to engage in play-fighting. They explain that they might accidentally hurt their friends. This approach teaches children about respectful behaviour. It keeps everyone safe and helps children build strong social skills.

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

- The staff offer a range of fun activities to welcome children as they arrive from school. Children explain that they enjoy having options. If they wish, they can also set up their own activity. For instance, children create a booklet using their experiences from visiting the countryside. This child-led approach enables children to take ownership of their play. As a result, children feel trusted and capable. This helps build their decision-making skills and fosters independence.
- Children enjoy being creative and imaginative in their play. For example, children manipulate the dough to create a pizza. They press, pull, and pinch the material to make their creation. They laugh and get excited when they share their work with the staff. Staff take part in the play by pretending to take a bite. This shows their active involvement and helps children's imaginative thinking and creative play to flourish.
- The staff actively promote good health and well-being. Children enjoy a range of healthy snacks. These include hummus with breadsticks, wraps, and fresh fruit. Snack times are relaxed, social moments. Staff sit with the children, chat about their day, and encourage them to eat. This allows children to build positive views

on healthy eating and supports their physical health.

- The staff understand that children need daily opportunities to be active. Children have access to a play area where they can play football, play chase, climb, and balance. For example, children laugh with joy as they crawl over the wooden structure. As a result, they learn how to navigate play equipment and test their physical limits. They grow confident in what they can do and learn to manage risks during physical activities. There is currently not a suitable space for children to sit quietly or where they can relax after a busy school day.
- Children say that they feel safe in the setting. Staff establish clear boundaries and regularly remind children of their expectations. Children recognise that the club rules are in place to keep everyone happy and safe. They feel confident in approaching staff if they need help or reassurance. This highlights the strong, trusting relationships they have developed with staff. This creates a calm space for children to learn how to manage their behaviour and respect others. Parents are happy with the quality of the club and say that it offers a wide range of enjoyable activities.
- The staff know the children and their families well. They work closely with parents, carers, and the school to share important information. For example, before a child with additional needs joins the club, staff meet with the school's special educational needs coordinator. This collaborative approach ensures that staff identify and respond to children's individual needs. This shows that children receive the right support from the outset. As a result, children settle quickly and take part in club activities.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY474619
Local authority	Lincolnshire
Inspection number	10392236
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	80
Number of children on roll	147
Name of registered person	Bubbles Daycare (Lincoln) Ltd
Registered person unique reference number	RP902639
Telephone number	07407 404103
Date of previous inspection	12 August 2019

Information about this early years setting

Bubbles @ Lingmoor registered in 2014 and is situated in North Hykeham, Lincoln. The club employs eight members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The club opens from Monday to Friday. Sessions are from 7.45am until 8.50am, and from 3pm until 6pm during term time. During the school holidays, sessions are from 8am until 6pm.

Information about this inspection

Inspector
Cheryl Cooper

Inspection activities

- The owner and manager showed the inspector the premises and discussed how they they are safe and suitable.
- The inspector spoke with the school head about the provision provided and how they work in partnership.
- The owner and manager joined the inspector on a learning walk and talked to the inspector about how the club organises their provision.
- Children spoke to the inspector about what they enjoy doing while at the club.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the owner and manager about the leadership and management of the setting.
- Staff spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of provision provided, indoors and outdoors, and assessed the impact that this was having on children.
- The inspector observed the interactions between staff and the children.
- 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 club.

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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