

Inspection of Bubbly Nursery For Children With Special Needs

St. Dunstan's Church, 32 Bellingham Green, London SE6 3JB

Inspection date: 8 July 2025

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Leaders and staff demonstrate a lack of understanding about some of the nursery's policies and procedures. They do not implement certain procedures correctly or consistently. Breaches in legal requirements mean that children's welfare and safety are compromised. That said, all staff are confident in child protection reporting procedures and they understand that responsibility of their role. Leaders show their commitment to an inclusive service that welcomes children and their families, regardless of their support needs. However, they are not ambitious enough for all children who attend. Leaders and staff recognise when children need time away from the larger group. Staff provide activities that children generally enjoy. However, some activities and routines do not take account of children's developmental needs, languages or backgrounds. For example, the transition to lunchtime is not well managed. This affects the behaviour of some children and others become distressed. Some staff are unsure of the languages that children hear or speak at home. Staff do not provide consistent opportunities for children to recognise and value what makes them unique.

Children start to understand the differing needs of their friends and begin to develop their social skills. For example, those who find it difficult to communicate in social situations wave to staff as they enter the nursery. Staff supervise children effectively outdoors. This helps to ensure children's safety during risky play. Some children show determination and skill as they climb, hang and swing from larger equipment outdoors. They gain confidence in their physical abilities. Staff use additional funding effectively to provide resources and extended outings for disadvantaged children.

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

- Leaders do not ensure that an enhanced Disclosure and Barring Service check is obtained or seek at least two references for all staff members, in accordance with the nursery's recruitment policy. In addition, leaders fail to complete additional criminal records checks for staff who have lived or worked abroad, as required. This hinders their ability to fully assess the suitability of staff working with children.
- Leaders and staff are unclear about the nursery's emergency evacuation procedure. On the day of inspection, leaders show the inspector an obstructed evacuation route. Although staff later show an alternative route, it was found to be padlocked. This means that children's safety can not be appropriately managed in an emergency.
- Staff receive support to gain recognised qualifications. Leaders organise training to help staff to develop their professional practice. However, this is not fully effective. Staff require more support to develop their teaching skills to help

children engage in activities that build on what they know and can do, and reflect their languages and backgrounds. The expectations of leaders and staff for some of the most-able children are too low.

- Leaders are keen to deliver an effective service. However, they are unaware when some requirements are not being met, or procedures are not correctly implemented. Very occasionally, there are not enough qualified staff on the premises. Less-experienced staff receive support to improve their level of interactions with children. However, the lack of skilled practitioners has an impact on the quality of education that children receive.
- Staff do not give consistent messages to children about how to stay healthy and safe during activities and care routines. Children walk around and drink juice from sippy cups or eat biscuits as they play. During water play, children's clothes get increasingly wet. This does not teach children how to manage their health, and personal care needs effectively or prepare them well for their move on to school.
- Staff's teaching is not always effective. However, most children make steady progress in their learning. For example, children strengthen their hand muscles as they play with dough and enjoy the sensory experiences. Staff model how to manipulate and press dough, and use descriptive vocabulary, such as 'tearing' and 'pinching'. This supports children's physical development and communication and language.
- Leaders have established strong partnerships with external services and advisers. They work collaboratively with agencies to support children and their families and help to keep them safe. Children benefit from some of the teaching methods suggested by visiting therapists. Staff facilitate visits from school staff and share information about children's development to help new teachers to understand how children learn best.

Safeguarding

The arrangements for safeguarding are not effective.

There is not 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:

	Due date
obtain an enhanced criminal records check for every person aged 16 years and over who works directly with children	01/08/2025

ensure that an additional criminal records check is completed for staff who have lived or worked abroad	01/08/2025
ensure that leaders and staff understand and implement the nursery's policies and procedures, with particular regard to emergency evacuation and recruitment	01/08/2025
develop effective and appropriate supervision arrangements, so that staff understand how to provide an engaging curriculum that meets the developmental needs of each child and reflects their languages and backgrounds	01/08/2025
check that the required number of qualified staff are always on the premises when children are present	01/08/2025
check that the good health and safety of children is consistently promoted during activities and care routines.	01/08/2025

Setting details

Unique reference number	EY557715
Local authority	Lewisham
Inspection number	10394437
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	2 to 4
Total number of places	13
Number of children on roll	15
Name of registered person	Bubbly Nursery For Children With Special Needs Ltd
Registered person unique reference number	RP557714
Telephone number	07779104283
Date of previous inspection	4 September 2019

Information about this early years setting

Bubbly Nursery For Children With Special Needs registered in 2018. It is located in Bellingham, in the London Borough of Lewisham. There are five staff who work directly with children, including the manager who has a health visitor qualification, and two staff hold qualifications at level 3. The nursery opens during term time, from 9am to 4.30pm, Monday to Thursday. A summer holiday club operates from 9am to 4pm, on Monday, Wednesday and Thursday. The nursery provides government funded childcare places and receives additional funding for disadvantaged children.

Information about this inspection

Inspector
Kareen Jacobs

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the manager and deputy manager about the leadership and management of the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out joint observations of a group activity and the lunchtime routine with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- 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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