

Inspection of Bubbly Gems Ltd

Bubbly Gems Ltd, 15 Hylton Road, Sunderland SR4 7AF

Inspection date: 30 January 2025

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Leaders are not well organised. They do not maintain effective vetting and recruitment records. They do not obtain and record all children's required information. For example, during the inspection, there were several occasions when leaders were unable to find children's essential information. Some information, such as allergy history, had not been seen by staff. This places children's safety and welfare at risk, in particular during emergency situations. Leaders do not ensure unsupervised staff collecting children from school have emergency contact details in case of an emergency. These breaches of requirements compromise children's health and safety.

Since the last inspection, there have been some improvements in the learning environment with successful changes to the daily routines which have had a positive impact on children's speech and social skills. However, leaders have not yet established an ambitious curriculum for all children, which was a previous action. Staff are unsure of the curriculum intent. This is because they have not received a full induction or any training towards what it is leaders want children to learn next. This does not support children to reach their best possible outcomes.

Nevertheless, children have warm and trusting relationships with the caring staff. They demonstrate they feel happy and secure. Children are confident to approach adults for help, reassurance and cuddles. The environment is welcoming and children know they can choose from a variety of resources to support their physical and social skills.

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

- Leaders are not clear in their roles and responsibilities. They do not quickly target weaknesses in the provision, such as ensuring records and requirements are well organised and met. For example, the required public liability insurance expired so the setting was uninsured for a week before it was renewed. This is a breach of requirements.
- Staff are aware of safeguarding procedures. However, they do not consistently implement these in practice. For example, staff picking up children from local schools do not ensure they have children's information and emergency details. At the inspection, some information regarding children's allergies had not been noted by the staff caring for them. This does not help support children's health and safety.
- The assessment of children is weak. Leaders and staff do not consistently use assessment regularly enough to recognise children's progress, understand their needs or to plan activities to support individual children. This means that they do not have accurate information to share with parents or any other professional to

ensure children get the support they need.

- Coaching and mentoring at the setting are ineffective. For example, staff do not receive adequate inductions to help them understand the requirements of their role. Staff knowledge and training are not nurtured or managed effectively. This means staff are unaware how to support children's individual learning needs through challenge and learning opportunities.
- Staff have positive relationships with children and their families. Staff greet each family and talk to them about children's interests. This helps children and their families to feel settled and valued, which helps build good relationships.
- Leaders have improved their knowledge and understanding of how to support children with any learning or development delay. Training in this area has improved staff confidence to act swiftly and seek professional advice when needed.
- Staff manage children's behaviour effectively. Children learn to share, take turns and be kind to others. Younger children who find it difficult to share are supported well. Staff get down to their level and explain to wait for their turn. They help children to understand and be able to describe their emotions.
- Staff encourage children to develop self-care skills. They learn to wash their hands thoroughly before meals. Staff follow hygiene procedures, particularly during care routines, such as nappy changing.
- Staff provide suitable opportunities for children to develop their communication and language skills. For instance, they use a 'What's in the bag' game to invite children to choose an item that relates to a song or rhyme. This helps improve children's vocabulary and confidence to speak.

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?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure you record all required information regarding staff qualifications and suitability checks and that records are easily accessible and available	20/02/2025

ensure staff or volunteers who collect children from school are able to contact parents or carers in an emergency	20/02/2025
provide new staff with effective induction, coaching and supervision to develop their knowledge and skills swiftly so that the quality of teaching is consistently good throughout the setting	20/02/2025
ensure required records are obtained to view with regard to information about a child's full name, date of birth, name and address of every parent and/or carer who is known, which parent(s) and or carer(s) the child normally lives with and emergency contact details for parents and/or carers.	20/02/2025

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

	Due date
deepen all staff's understanding of the sequenced curriculum to help children to make the best progress	20/02/2025
ensure staff have the information they need to understand, plan and follow children's identified targets to help them become more independent and achieve their maximum potential	20/02/2025

Setting details

Unique reference number	2765642
Local authority	Sunderland
Inspection number	10371204
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 7
Total number of places	26
Number of children on roll	19
Name of registered person	Bubbly Gems Ltd
Registered person unique reference number	2765644
Telephone number	07725977428
Date of previous inspection	17 September 2024

Information about this early years setting

Bubbly Gems Limited registered in 2024 and is situated in the Millfield area of Sunderland. The nursery employs four members of childcare staff. Of these, the manager holds an appropriate early years qualification at level 5. The nursery is open from 7am to 7pm, Monday to Friday, all year round except bank holidays and a week at Christmas.

Information about this inspection

Inspector
Jan Harvey

Inspection activities

- The provider joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector asked to look 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025