

# Bobby's Playhouse Ltd.

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY152041
<b>Inspection date</b>	25 February 2008
<b>Inspector</b>	Naomi Brown
<b>Setting Address</b>	16 Lettice Street, London, SW6 4EH
<b>Telephone number</b>	020 7384 1190
<b>E-mail</b>	info@bobbysplayhouse.co.uk
<b>Registered person</b>	Bobby's Playhouse Ltd.
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Bobby's Playhouse opened in 2002 and is a privately owned nursery which operates from purpose designed premises in Parsons Green, Fulham, in the London Borough of Hammersmith and Fulham. It comprises eight rooms, one kitchen, a reception area and hall area and has a secure outdoor play area.

A maximum of 177 children aged from three months to five years may attend the nursery at any one time. The nursery is open each weekday for 50 weeks of the year from 08:00 to 18:15.

There are currently 127 children on roll aged from three months to under five years. Of these 31 children receive funding for nursery education. Children attend mainly from the local catchment area. The nursery supports children with special educational needs. Some children in the Nursery hear other languages spoken at home. All staff, including the manager, hold appropriate early years qualifications. The nursery maintains links with Hammersmith and Fulham's Early Years Development Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children benefit as they are offered a range of nutritious and varied foods at snack and meal times including meals prepared on the premises such as pasta and rice dishes served with vegetables. Children's hydration needs are met as they are offered regular drinks of water throughout the day. Children have labelled water cups and drinking bottles and this helps to protect them from cross infection. Lunchtimes are a social time for all and children enjoy sitting with their friends as they tuck in to their food. Children display good table manners and sit well at the table as they are offered different foods by staff members. Staff support children while they eat and encourage them to try all the food on their plate. Children's health is protected as the setting has taken steps to ensure that all allergies and dietary needs are documented and regarded by staff at all times.

Children have opportunities to sleep according to their needs. However as this takes place while other children are in the room, this can affect the time it takes for staff to get children to sleep. Medication records are all thoroughly maintained to the benefit of all children in the setting. Appropriate consents are sought and parents sign all records of medication. This ensures that children receive the medication that they need and minimises the risk of overdoses. A laminated list by the main reception desk highlights whose parents and carers need to sign accident and medication forms. This ensures that all necessary forms and consents are always completed.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children's safety is thoroughly promoted as there are rigorous procedures to vet all visitors at the setting. All children, parents and visitors enter by a secure entry door. This is manned at all times by a member of staff on the front desk. Signing in and out sheets for staff and visitors ensure that all persons in the setting are recorded. Unknown persons are asked for identification and issued with a visitors badge if they enter the setting. This ensures that all staff throughout the large setting can be sure that persons in the building have been vetted. Well devised fire evacuation procedures that are understood by all staff ensure that children are protected in the case of an emergency evacuation. All areas of the building are subject to stringent risk assessments and toys and resources are checked regularly to ensure that they are clean and suitable for children's use. Passwords and regular exchanges of information between all staff ensure that children are only collected by authorised persons.

Children move around the rooms with confidence and are extremely adept at using stairs. Staff use gentle reminders to keep children safe while using stairs and children remind each other to take care in certain areas of the building. For example, they remind each other not to run and to walk slowly on the stairs. This demonstrates that children are able to take personal responsibility for their own safety. Younger children are consistently supported to use a range of large equipment safely. They are able to use the climbing frame with careful supervision and encouragement from staff. This helps them to develop an ever increasing sense of playing safely.

Children's welfare is consistently safeguarded as the setting has extremely detailed policies and procedures relating to child protection. The setting takes child protection concerns very

seriously and staff are all aware of indicators of abuse and neglect. This careful approach ensures that staff are able to record and report any concerns to protect all children that they care for.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time in the setting and enter with confidence and enthusiasm. Children are able to select from a good range of resources that help them to develop well. Children enjoy exploring sand and water play, a good range of push along and construction toys and well stocked book areas. Children enjoy snuggling on soft cushions while they look at a range of fiction and non-fiction texts. Circle times for younger children challenge their concentration levels as they are expected to sit quietly for a considerable period of time.

Children have plenty of opportunities for physical play in the large hall area and in the garden area. They have access to a range of physical play equipment including rockers, bikes, trykes and a climbing frame. Younger children are supported to try a range of physical play equipment by staff as they lift them on to rockers and assist them in climbing on the climbing frame. This encourages children's self confidence and helps them to develop large muscle skills. Children have access to a range of programmable toys and this enables them to press buttons, making noises and lights. Staff enjoy operating at children's levels, crouching down to join in their games and to ask pertinent questions. This ensures that children can fully explore opportunities available to them.

### **Nursery Education**

The quality of teaching and learning is good. Children are making good progress towards the Early Learning Goals as they are taught by staff who have a good understanding of the Foundation Stage Curriculum. Children are confident to describe a range of mathematical concepts including bigger and smaller and different shapes. They are able to match shapes to everyday items. For example they can describe different shapes of glasses as 'round' and 'rectangles,' demonstrating that they can make connections between mathematical ideas and the world around them. Children have opportunities to explore letters and to make marks as staff lead a range of sessions designed to introduce new letters to them. Children enjoy trying to write individual letters and have many opportunities to practise their handwriting. Children are developing a good sense of time as they are able to describe events that have happened in the past, for example 'I bumped my leg yesterday.' Children delight in creating their own stories and books, describing the beginning, middle and end. Staff help them to take pride in their own creations, praising them and encouraging them to share things that they have made at home. This encourages children to be contented and enthusiastic learners and helps their good progress.

Plans cover the six areas of learning and resources are well arranged and managed to encourage children to explore several areas in one activity. Plans do not currently identify differentiation for individual children and this limits their ability to make maximum progress. However, long, medium and short term plans are flexible and this allows children's spontaneous interests to be explored. Observations are regularly used to make detailed assessments about individual children and developmental profiles offer an accurate snapshot of their development. These profiles are supplemented with dated photographs that demonstrate the wide range of activities that children experience. However, these do not clearly identify the next steps for learning that are necessary to move children on and this affects their ability to make maximum progress. All

developmental records are regularly shared with parents and this allows them to contribute to their children's learning. This encourages their good progress.

### **Helping children make a positive contribution**

The provision is outstanding.

Children thrive in the setting as they are treated with warmth and affection by staff and each other. Children who are upset are warmly comforted and they clearly feel secure about approaching staff for reassurance. Staff are content to operate at children's levels as they sit on the floor and on cushions with them, reading stories and joining in their games. Children demonstrate high levels of self-control and any minor disputes are resolved quickly with the minimum of staff intervention.

Children have an excellent sense of the diversity of the world around them as they are exposed to a large number of positive images of individuals of different cultures, religions and abilities. A wide range of fiction and non-fiction books, posters in different languages and dolls encourage children to be highly familiar and accepting of human differences. The setting has a highly inclusive attitude towards children, staff and visitors and this encourages a similar attitude in the children who attend. This can be seen in the strong and meaningful relationships that they make with staff and each other. Children's social, moral, spiritual and cultural development is fostered.

The partnership with parents and carers is outstanding. Parents and carers are extremely happy with the education and care that their children receive. They are happy to approach members of staff if they have any concerns. New parents are thoroughly welcomed into the setting and there is a thoroughly comprehensive settling procedure that benefits all new children that attend. The setting has an extremely sensitive attitude towards adapting their care and education to meet the changing needs of individual families. Parents have access to all records that relate to their children. The setting has taken strong steps to ensure that parents are able to discuss their children's progress and to provide constant exchanges of information between home life and nursery life. This ensures that parents are able to supplement the education that their children have access to and this contributes heavily to their progress.

### **Organisation**

The organisation is good.

Children benefit as they are cared for by a well organised staff team. The owners of the setting have created a well-managed team of qualified and vetted staff who are aware of their roles and responsibilities. Room leaders and a dedicated manager and deputy underpin the staff structure and this helps to ensure that children are suitably cared for at all times. The setting also provides a comprehensive range of in house training for all staff. This encourages their continuously improving practice and helps to provide good career opportunities for staff. Subsequently the staff team is well established and the setting has managed to retain a high number of staff for some years. This improves continuity of care for all children.

Policies and procedures are all in place and are carefully adapted to meet the changing needs of the setting. These are shared with parents so that they are aware of the setting's responsibility and commitment to their child. The setting meets the needs of the range of children for whom it provides.

The leadership and management of Nursery Education is good. The nursery owners have employed staff who have a good understanding of the Foundation Stage Curriculum and the developmental and learning needs of the children that they care for. The nursery owners are involved in planning for nursery education and encourage room staff to become involved in adapting activities for children. Resources are more than adequate to fully cover the six areas of learning and this enables children to explore a well rounded set of activities that meet their learning needs.

### **Improvements since the last inspection**

At the last inspection a recommendation was raised with regards to ensuring that the child protection procedure included steps to be taken in the event of an allegation made against a member of staff. This is now in place in the current child protection procedure. This improvement contributes to the safety of all children in the setting.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- consider adapting current sleeping arrangements for under two's to provide a separate area for children to sleep

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- revise current planning systems to demonstrate planning for individual children's requirements
- revise current methods of assessment to demonstrate the next steps that children must take to improve.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)