

Bobtails Playgroup

Inspection report for early years provision

Unique reference number EY356010
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Inspector Lyne Lavender

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Bobtails Playgroup is one of two committee run provisions under the same management and opened in its current premises in 2007. It operates from a purpose built building in the grounds of Horley Infant School, in Horley, Surrey. The premises consist of a large play room, toilet facilities, kitchen and office. Children have access to an enclosed outdoor play area, playing fields and adventure trail. The playgroup can also access facilities within the school including the hall and library. The playgroup is open Monday to Friday term time only and provides full day care between 9:00 and 15:00 or sessional care from 9:00 -11:30, 12:30-15:00 with an optional lunch club between 11:30-12:30. A maximum of 30 children may attend the playgroup at any one time and there are currently 65 on roll, of which 30 are in the Early Years age group and 43 receive funding for nursery education. The group supports children who are learning English as an additional language and children with learning difficulties and/or disabilities. There is a staff team of 11 with seven members holding a recognised Early Years qualification and nearly all have a current first aid certificate. The playgroup is a member of the pre-school learning alliance. There were 27 children present on the day of the inspection. Bobtails Playgroup is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Bobtails Playgroup maintains its outstanding record and children thrive in this setting. Its excellent leader is effectively supported by an experienced and committed staff. Parents are co-partners and dynamic links with the neighbouring infant school and local authority contribute much to the very impressive provision. Children's welfare and development are given high priority and those ready to move on to the next stage in their education are very well prepared. The setting is favourably placed to continue its outstanding progress.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- devising a straightforward system for recording evaluations so that everyone concerned can play a more effective part in development planning

The leadership and management of the early years provision

The manager leads by example and has high expectations of her team. Staff development is given high priority in the budget. The Early Years Foundation Stage framework has been successfully implemented to enhance children's learning. Staff

are invited to join infant colleagues for training. For instance, ideas from a science workshop were incorporated into the playgroup timetable. Parents speak highly of this close liaison and the benefit it has for their children. Additional grants have improved the facilities including a spacious wooden gazebo that provides splendid opportunities for outside activities. The manager critically appraises the needs of the playgroup but there is no specific record to show how successful the setting is in achieving its goals. Therefore there are fewer opportunities for others to contribute significantly to the evaluation process.

Recruitment procedures are rigorous and staff are fully aware of their roles and responsibilities. All required documentation is in place and stored confidentially. The setting is meticulous in meeting all legal requirements, including child protection and paediatric first aid training. Staff follow safeguarding procedures discreetly so that they do not hinder children's ability to make personal choices. Thorough risk assessments include regular checks on the outside play area which is partly set under trees. Home-school links are excellent and parents are quick to compliment staff for their 'devoted care' and 'hard work' 'and 'the excellent relationships children have with their key person'. Informative written reports and regular consultation meetings keep parents fully informed about their child's progress.

The quality and standards of the early years provision

Children are quickly assessed on arrival and key persons plan enjoyable and interesting activities for them according to their age. Quiet, reflective times are included whilst others play more boisterously outside. In one session the under threes sang poignantly 'Twinkle, twinkle little star' and used their fingers to show sparkling stars in the sky. Parents fill the 'All About Me' boxes for their children's 'show and tell' sessions. These efforts contribute significantly to the planned learning programme and provide staff with valuable information about each child's interests.

Children listen quietly to the imaginative story telling and laugh at the funny parts. They respond sensibly to questions, and clap loudly at the end to show their approval. Resources are plentiful and outside there is an excellent choice of large toys for developing manual skills. One child importantly drove the 'police car' whilst others wove skilfully in and out on tricycles. In the gazebo, children play happily with toy animals they can name. Children develop their physical skills on the large colourful climbing apparatus, excitedly wriggling from one end to the other. Some count pairs of Wellington boots up to 20 and beyond. Behaviour is outstanding.

A good mix of adult-led and free-choice activities allows children to move independently to where their interest takes them. Staff work with them on specific tasks, such as sorting and counting boy and girl cards. In the 'Travel Agents' corner, children convincingly mimic adults booking a holiday. They study brochures, make reservations on a mobile phone and use large calculators to 'work out' the cost. Key persons assess progress and make notes for inclusion in individual learning booklets. This information is used effectively in planning and ensures activities build on children's experiences. Those with learning difficulties

and/or disabilities work well on targets in their Individual Education Plans. Photographic evidence is used effectively to record children's good achievements.

Snack time is popular and provides a harmonious social occasion. Staff ensure health and hygiene requirements are met such as the thorough washing of hands before meals. Parents provide healthy snacks and lunches following wise guidance given by the playgroup. Drinks are prepared in a clean kitchen and there are separate nappy changing facilities.

Ex-members brought their workbooks to show staff how much they had achieved since joining the infant school. This gave the older children in the setting a good idea of how their own skills will develop with practice.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.