

Bobtails Full Day Care

Inspection report for early years provision

Unique reference number EY235041
Inspection date 18/11/2009
Inspector Christine Slaney

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Type of setting Childcare on non-domestic premises

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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 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.

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Description of the setting

Bobtails Full Day Care re-opened on its present site in 2002. The group is the sole user of a recently erected, purpose-built, prefabricated building in the grounds of Lipson Vale Primary School, in a residential area of Plymouth. There is one large room, a smaller room and associated facilities, as well as a secure outdoor play area. The group is open from 08:00 to 18:00 for 50 weeks a year. It offers two pre-school sessions a day with a lunch club, full day care for children aged two, and a before and after school service. There is also a holiday club out of term time.

The provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children aged two to under eight years may attend at any one time, of these, not more than eight may be under three years. Children between the age of eight and 11 years also attend. There are currently 120 children on roll, including funded three-year-olds and four-year-olds. The setting supports children with special educational needs and children for whom English is an additional language.

There are eight staff working directly with children, working a combination of part and full time hours. The manager and staff are appropriately qualified and a voluntary committee provides overall management of the group. The setting receives support from a teacher from the local Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for by a staff team who are committed and have worked very hard during a difficult period of change. However insufficient attention to organisation means some necessary documentation is not always readily available. There are some real strengths of the setting, which include an emerging learning environment allowing children to have free access to outside play areas which they thoroughly enjoy. Children's individual needs are known and respected and they make suitable progress given their age, ability and starting points. Partnerships with parents and other agencies are strong and include good support for children with special educational needs and/or disabilities. The staff team regularly meet to evaluate their practice and work closely with the local authority. This means there are improved experiences and outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure all potential hazards in the outside play area are minimised. Include the hazard of the collection of rain water in toys that are presently stored outside

- continue to provide opportunities for children to enjoy story time sessions, including the chance to respond to stories
- continue to promote good hygiene practices for example encourage children to freely access hand washing facilities.
- make available documents at all times. Include relevant Criminal Record Bureau (CRB) checks for key staff.

The effectiveness of leadership and management of the early years provision

The staff team meet weekly to plan and evaluate their practice. In addition, they are also frequently supported by other organisations. Staff have attended and regularly undertake appropriate courses. These include updating first aid and staff have also recently attended a letters and sounds framework training. The setting has a clear vision for the future which includes continuing to develop the learning environment for children.

The setting has good relationships with parents, information is shared informally each day and regular access is provided to developmental records. A selection of useful information for parents is displayed in the entry area and learning environment. This includes staff photos, children's routines and weekly planning sheets. Parental questionnaires are used and parents have stated they are pleased with the information they receive. Children's individual needs, such as allergies and specific dietary requirements, are shared and observed. The setting provides children with opportunities to learn about social and cultural diversity through books, discussion, and displays of dual language. Staff work effectively with other professionals to support all children. Children with special educational needs and/or disabilities receive good support to ensure they are fully included in all the nursery's activities. Individual education plans are developed and used sensitively to support the needs of all children. Staff are good role models and are calm and relaxed in their approach with children, as a result children's behaviour is well supported.

The setting has suitable systems in place which overall support and maintain children's safety and security. This includes booking children in at the start and end of sessions. Risk assessments are regularly completed including outside area. However the storage of some play equipment outside means there are some risks which include the collection of rain water in outside toys like buckets and bins. Children are encouraged to keep themselves safe which includes tidy up time which is effective. The emergency evacuation procedure is carried out regularly and there are good systems in place to ensure that arrival and collection of children are closely monitored and recorded.

The setting has informed Ofsted of significant changes which include the use of the outside play area for children using the summer play scheme. However insufficient attention to organisation means some necessary documentation is not always readily available at the time of inspection. This means the regulatory authority are not able to complete all checks effectively. There is nevertheless an

appropriate child protection policy in place and staff have a suitable understanding of the procedure to be followed in the event of a safeguarding concern.

The quality and standards of the early years provision and outcomes for children

Children are happy, relaxed and are at ease with the adults who work with them. Staff and children interact well mixing readily and confidently, this is because they feel secure and settled. Children's individual learning and development is appropriately supported. Furthermore, the staff team have correctly identified the need to continue to improve the learning environment. This means there is a developing range of activities, which include observations and assessments. This is helping to support the staff team in building a clear picture of children's individual needs.

Children settle quickly and enjoy playing with their friends. Staff have worked hard to change the learning environment in order to enable children to make their own decisions about play and develop confidence and independence. This includes a suitable range of toys which are accessible to children, enabling them to make choices and follow their own interests. For example, children can use the computer to complete simple programs. Staff lead some activities, which include story time and children have great fun playing with musical instruments while listening to the story. However, the general aim of enabling children to stop and listen during story time can be lost in the children's enthusiastic response to the musical instruments and the general theme of letters and sounds is lost.

Children excitedly play with small construction sets like train tracks they are starting to build together, others play alongside depending on their age and stage of development. This means they construct with a purpose. Children enjoy music and movement and freely move the bodies to music. They wiggle their hips and lift the arms in time to the music often avoiding each other as they move around the available space. They enjoy practising songs for Christmas and join in with the appropriate actions to their favourite songs. Staff use meaningful situations to encourage children to think about numbers and as a result children enthusiastically count out loud as they are encouraged to join in all together. Children benefit from regular opportunities to spend time outdoors enjoying fresh air in all weathers. The setting is continuing to develop the outside area which includes a climbing frame and wooden house area. The development of this area is an on-going project.

Staff have a secure understanding of the Early Years Foundation Stage and are successfully using a key person system to support children to achieve appropriate outcomes. All children are making sound progress towards the early learning goals. The staff team use systems to monitor children. They regularly observe their play assessing their level of development and then targeting the next steps in their learning. Observations are used to plan the setting's curriculum, focusing on children's individual interests and learning styles. Key staff summarise progress to ensure it covers all areas of learning.

Children's health and well-being are promoted well. They know to wash their

hands prior to eating snacks, which helps to prevent the risk of spreading infection, although positioning of soaps dispensers means some children are unable to access independently. Fresh drinking water is available. Children enjoy a café style snack time which is encouraged to develop independent skills. Children are well cared for in the event of having an accident because relevant staff hold a first aid qualification. Accidents are recorded in appropriate detail and the records stored suitably to ensure confidentiality.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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