



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY235041

DfES Number: 542050

INSPECTION DETAILS

Inspection Date 19/04/2004
Inspector Name Leoarna Mills - Allen

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care
Setting Name Bobtails Full Day Care
Setting Address Bernice Terrace
Plymouth
Devon
PL4 7HW

REGISTERED PROVIDER DETAILS

Name The Committee of Bobtails Full Day Care

ORGANISATION DETAILS

Name Bobtails Full Day Care
Address Bernice Terrace
Lipson
Plymouth
Devon
PL4 7HW

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about 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 hours to 18:00 hours 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. There are currently 120 children on roll, including 23 funded 3-year-olds and 18 funded 4-year-olds. There are nine children with special educational needs and two 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 play leader is working towards an NVQ 4, and three further staff are working towards NVQ 3. One staff member holds a Diploma in Pre-School Practice, and another an NVQ 3. The remaining staff member is working towards an NVQ 2. The group also employs a manager who is also working towards an NVQ 4.

A voluntary committee provides overall management of the group, which is currently working towards the Plymouth Standard quality assurance scheme. The pre-school is a member of the Pre-school Learning Alliance and receives support from a teacher from the local Early Years Development and Childcare Partnership.

How good is the Day Care?

Bobtails Full Day Care provides good quality care for children.

The group is lead by efficient and well-trained joint persons in charge. Roles and responsibilities across the well-qualified team are clearly defined. Children are grouped effectively, enabling them to access plentiful individual support for their

learning. Space, time and resources are well used. Record keeping and documentation systems work well in practice and ensure confidentiality.

Children are safe and well cared for in an environment where risks are fully minimised, and security is a high priority. Children's medical issues are well managed. Snack always includes healthy items, and staff are fully aware of children with special dietary needs. Support for staff induction and training ensures that all adults are clear about their child protection responsibilities.

Children access a broad and stimulating range of well-planned activities, enjoying the support of skilled adults who are positive and encouraging. All children are meaningfully involved in activities and staff know children's individual needs and abilities very well; this includes children with special educational needs or English as an additional language. Behaviour is managed consistently.

There is an effective partnership with parents, who receive substantial amounts of information about the group and its activities. The key worker system allows staff to work closely with parents, promoting positive outcomes for all children.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The group is very well organised, with high staff ratios, efficient documentation systems, and space and resources used thoughtfully.
- Staff induction systems are effective, and support for the further professional development of all staff brings real benefits to the group.
- Adults interact with children very well, listening and talking with them to extend their learning and understanding.
- The group has established excellent safety systems.
- There is a real working partnership with parents.

An aspect of outstanding practice:

Support for children with special educational needs or English as an additional language is particularly effective. Adults working with these children are very well trained to do so, and parents and other professionals work closely with those adults to ensure the best possible outcomes. Individual Educational Plans are closely monitored, so that children access high quality support.

What needs to be improved?

- the clarity with which the role of the regulator is identified within the complaints and child protection policies.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
14	Ensure the role of Ofsted is clearly identified within the complaints and child protection policies.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Bobtails Full Day Care provides high quality nursery education and children are making very good progress towards the early learning goals in all six areas of learning.

Teaching is very good. Staff work well as a team, planning an interesting and stimulating range of activities that help children progress. The key worker system is working very well, ensuring that every child's abilities are well known to the team. All adults interact well with the children, and only very occasional opportunities to extend children's understanding are missed. However, their calm and consistent manner promotes good behaviour across the group. Regular assessments of children's attainment and progress are used to good effect to plan further for each child, and adults effectively evaluate their own practice in order to further improve teaching delivery. Adults are well deployed and time, space and resources are used purposefully. Children with special educational needs or English as an additional language are particularly well supported.

Leadership and management of the group is very good. Responsibilities are clearly divided between two joint managers. They are proactive and very committed to the continuous improvement of the service they provide, ensuring the rolling action programme is completed fully at each stage. They are supported by a knowledgeable committee.

The partnership with parents and carers is very good. They receive good information about the education provision and about their child's progress. Parents are meaningfully involved in regular meetings with their child's key worker, at which play plans are produced and reviewed.

What is being done well?

- Adults are very skilled in their delivery of the curriculum for personal, social and emotional development and communication language and literacy.
- The involvement of the whole team in the creation of effective curriculum plans across the six areas of learning makes a substantial contribution to children's development.
- High quality observation and assessments are used very well to plan appropriate next steps for all children.
- There is very good support for children with special educational needs or English as an additional language and this ensures very positive outcomes for these children.
- Parents are meaningfully included in their child's learning as a result of being

provided with good quality information about the group and their child's progress; they are further involved through regular one to one meetings that set targets for both parent and key worker to work towards.

What needs to be improved?

- the deployment of roles across the nursery to further improve the quality of teaching and session management
- the involvement of children in planning, especially for the role-play area
- the staff's use of incidental opportunities to further extend children's understanding, particularly in mathematical development.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very settled and confident within the group. They are developing good concentration skills and frequently persevere for extended periods of time to complete activities. They are also learning how to co-operate and make friends, showing good understanding of the need to share and take turns. They have a strong sense of community, and respond well to the group's ethos of 'everybody different, everybody equal'.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers with well-developed vocabularies. They are developing a love of books, enjoy listening to stories, and understand that print carries meaning. Children are making good progress in linking sounds and letters, accessing particularly good teaching in this area. They also have opportunities to write for different purposes, with many children, including younger ones, able to write their names correctly from memory.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children take part in a wide range of activities that encourage the recognition and use of number, such as the crocodile and stepping-stones game. They use numbers spontaneously and correctly throughout the session. They also participate in activities that allow them to practice sequencing and matching, and many children can confidently identify a range of shapes. Children are learning the language of problem solving, knowing if they need 'one more or one less' cup to ensure each child has one.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many opportunities to explore and find out about features of their environment and the wider world, for example, quickly grasping the life cycle of chickens and butterflies. They enjoy opportunities to design and make, selecting resources from a wide range made available to them. They are also developing a good sense of time and place, through looking at photographs with staff of previous activities and remembering what they learnt.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move safely and confidently both indoors and outdoors. Regular physical activities help them develop skills in using a range of small and large equipment, such as balls, hoops and bikes. They use a range of tools with increasing control, for example cutting different materials with scissors. They also enjoy using their bodies in music and movement, showing an increasing sense of space when negotiating obstacles.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy singing, listening to and making music, often asking to sing particular favourites. They make very good use of costumes and role-play areas, and use their imaginations fully to create stories and games during free play. They also have plenty of opportunities to explore texture and form, making good use of paint and recyclable materials. Children are able to make choices and to express preferences throughout the session, in an environment where adults value children's input.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to the following:
- enhance the use, by adults, of incidental opportunities to further extend children's understanding
- increase children's involvement in planning, in particular, for the role-play area.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.