

Bobby's Playhouse Ltd.

Inspection report for early years provision

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Inspector Denys Rasmussen

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Type of setting Childcare - Non-Domestic

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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*.

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Description of the setting

Bobby's Playhouse has been running for 26 years and registered at this site in 2002. It is a privately owned nursery which operates from purpose built premises in Parsons Green, Fulham, in the London Borough of Hammersmith and Fulham. It comprises of eight rooms, kitchen, reception area, staff area, and the 'great hall' area which leads to an enclosed outdoor play area. A maximum of 117 children in the early years age group may attend the nursery at any one time. Of these, 63 may be aged under two years. The nursery is open each weekday for 50 weeks as they are closed for bank holidays and the week in between Christmas and New Year. The opening hours are 8am to 6.15pm. The nursery is registered on the Early Years Register. There are currently 127 children on roll aged from three months to under five years. Of these, 47 children receive funding for nursery education. The nursery supports children with special educational needs and children who are learning English as a second language. There are 38 staff. Of these, 28 have a relevant qualification and nine are in training. Four staff have Early Years Practitioner Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a warm, nurturing and welcoming environment where children are very well settled and happy. Babies gain an exceptionally strong sense of security. Children benefit from an extremely safe and secure environment where their welfare is successfully promoted. Overall, arrangements for engaging with parents and others are good. Generally, resources are stimulating and are used well. This supports children to make good progress in their learning and development, given their age, abilities and starting points. The nursery improvement plan identifies and prioritises actions to support the nursery to make continuous improvements.

What steps need to be taken to improve provision further?

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

- develop further systems to include parents' contributions to their child's learning and development record.
- improve story time to encourage all children to participate by using a range of visual cues, story boards and props.
- display lists of words from different home languages, and invite parents and other adults to contribute.

The effectiveness of leadership and management of the early years provision

Safeguarding children has high priority. Staff work collaboratively with other key agencies to protect children. Children are protected effectively through the close vigilance of staff and thorough risk assessments, which help minimise the risk of accidental injury. Highly effective and robust policies, vetting systems and procedures protect children's welfare extremely well. All the required records are maintained efficiently and well-qualified staff are deployed effectively in the creatively designed environment. The majority of staff have a first aid qualification, which means that children receive appropriate care in the event of an accident. Play resources are age appropriate and varied. Some depict positive images to support children's understanding of diversity. Resources are stored at a low level to enable children to make choices in their play. There is a good mix of male and female staff to promote positive role models for boys and girls. The staff liaise with other professionals such as speech and language therapists to support children's communication skills. Staff work closely with parents and discuss any concerns so that children get the support they need early on. Staff speak a variety of languages which supports children's home languages well. However, the environment is not fully exploited to display words from different home languages to support all children's literacy skills.

The senior staff have a good understanding of the provision and a clear sense of purpose about what they want to achieve. Staff attend regular training and are supported to improve their qualifications. Regular staff meetings are used for discussion about practice and to identify any further improvements that will improve outcomes for children. For example, cooking activities are used to promote healthy eating and the room layout was changed to better meet children's needs. The nursery has met the recommendations made at the previous inspection. The children's portfolios now include their future learning needs and this informs the planning. However, parent's contributions are not yet included in their child's learning and development record. Children and parents are warmly greeted on arrival in the reception area and an informative notice board offers relevant information to parents about the nursery. Parents are given a prospectus and a copy of the nurseries policies and procedures. Parents have daily discussions with their child's key person to share information to support consistency of care and education. Children settle into nursery life gradually and parents are encouraged to attend 'cup of tea week'. This is when children stay for small periods and parents and staff get to know one another. Parents are very happy with the service. They comment about the 'approachable, kind and caring staff' and that their children are 'well looked after' in the 'very safe environment'. They report that their children are progressing well particularly in 'speech, confidence and social skills'.

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

Staff have a secure understanding of the Early Years Foundation Stage. They use their observations of the children to understand their current development and to plan for their future learning. They use their key person system to good effect to support children's emotional well-being. This enables children to settle very well into nursery life. Children enjoy warm and purposeful interaction with staff who encourage them to make independent choices and decisions. Babies confidently explore their surroundings because they are happy, safe and secure. They build close attachments to their key person who encourages them to take risks and develop confidence with skills such as pulling themselves up and climbing over soft play. Babies make choices in their play when they pull out the boxes from the shelves to play with the contents. They respond to praise and claps from their key person. This increases their confidence and self-assurance and helps them learn they are special and clever. Babies show their emotions, for example, smile and laugh when happy and move arms up and down in excitement. High quality interaction and exemplary organisation of routines help babies and very young children to gain an exceptionally strong sense of security.

The staff are gentle and supportive with realistic boundaries which encourages the children to behave well and play harmoniously together. They learn to take turns when playing games and share equipment. Children learn to keep themselves safe when they carefully and skilfully manage the stairs and practise fire evacuation. They are extremely confident and competent in communicating their thoughts. For example, discussing the nursery fish that died and how they felt about this. Children adopt good personal hygiene routines supported by visual prompts in the bathroom. Children eat healthy meals and snacks and engage in activities to support their understanding of healthy eating. Daily physical exercise is an important part of the children's routine. The 'great hall' is used to good effect providing a large space for children to engage in physical play and giving direct access to an outdoor space. Children enjoy games such as the 'parachute game' and practising their ball skills. They manoeuvre wheeled toys and skilfully practise their balancing skills. Toddlers settle quickly at activities and repeat activities confidently to consolidate their skills. For example, spending a lot of time completing a puzzle, taking out the pieces and putting them back again. Children are praised for their achievements and proudly show their work. They make up stories when drawing pictures, using their imagination well.

There are a good variety of resources to encourage sorting, counting and matching and to make and recognise shapes and patterns. Children in the pre-school enjoy playing games together well supported by staff. For example, they take turns to find the shape that matches their chart and use glue sticks carefully to stick the shape beside the corresponding picture. They are confident mark makers, labelling their own work and some children write their own names. Children have good access to books and enjoy story time. However, sometimes story time does not engage all children effectively. Children take part in worthwhile activities to understand the world around them. For example, they made a cous cous salad by mixing the beans, tomatoes, sweet corn and peas. They counted, measured,

talked about the different colours and textures and tasted new foods learning about where it comes from. They point out where they went on holiday or where their family is living on the large world map. The floor map teaches children about the continents and they play games with a train track going around the world taking people out of the 'people bag' to place in different continents. Children's skills in art and design are supported through access to a good range of materials and engaging in activities such as making a dinosaur jungle by cutting, painting, sticking and using clay. Children learn about nature when they plant seeds in pots and in the garden and discuss the weather and the seasons. Children thoroughly enjoy their time at nursery playing with their friends.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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