

Bobtails Full Day Care

Bernice Terrace, Lipson, Plymouth, Devon, PL4 7HW

Inspection date	27/09/2012
Previous inspection date	18/11/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The management team uses effective systems to monitor the pre-school provision and the staff team's practice.
- Highly effective systems are used to support children with English as an additional language and special educational needs, including working in partnership with other agencies.
- Children quickly become familiar with the setting's routines and show they feel safe, secure and confident enough to participate happily in activities.
- There are very effective partnerships with parents and carers.

It is not yet outstanding because

- Some staff lack confidence in their ability to deliver innovative experiences that further promote children's learning.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom and the outside learning environment.
- The inspector held meetings with the manager, coordinator of support for children with English as an additional language and the chairperson of the provision.
- The inspector looked at assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation document.
- The inspector took account of the views of the parents and carers spoken to on the day and those included in the setting's own parent survey.

Inspector

Lynne Bowden

Full Report

Information about the setting

Bobtails Full Day Care is committee run and registered to operate on its present site in 2002. The group operates in a purpose built, prefabricated building in the grounds of Lipson Vale Primary School, in a residential area of Plymouth. There is a secure outdoor

play area. The group is open from 8 am to 6 pm 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 in school holiday time. In addition to the Early Years Register the setting is also registered on the compulsory and voluntary parts of the Childcare Register. There are currently 107 children on roll, including funded two, three and four-year-olds. The setting supports children with special educational needs and/or disabilities and children for whom English is an additional language. There are 17 staff, who work directly with children. All staff have appropriate qualifications to level 2 and above, with three holding Early Years Professional Status. The setting receives support from a teacher from the local Early Years Development and Childcare Partnership and has links with Dell children's centre.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop staff confidence in their practice through coaching, support and training.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Records show that all children make good progress in relation to their starting points over all areas of learning. Support sought and provided for children with English as an additional language, assists staff in communicating with them and helps these children and their families feel welcome. This in turn enables children with English as an additional language to feel confident enough to join in and participate in activities and develop their understanding of English. For example, children with very limited English have story time in a small group, they are able to look at and discuss a picture book and staff encourage them to repeat words. Children feel secure and confident enough to look at pictures with interest, smiling and animated as they enthusiastically point out and name pictures they recognise. Their understanding is reinforced as staff complete this activity with songs and nursery rhymes relating to what they have been looking at and reinforce and illustrate words and their meanings with actions and signs.

Children with special educational needs and/or disabilities are also very well supported. In consultation with parents and professionals from other agencies, staff develop individual educational plans to meet children's needs and arrange for additional support where necessary. The staff make very good use of information from parents and along with their own observations and knowledge of children's levels of development plan and provide activities which interest children and provide them with appropriate challenge. For some activities, such as story time children are carefully grouped according to their developmental needs, so that they are suitably challenged and supported in their learning.

Staff skilfully support and encourage children to concentrate and discuss what is happening in stories. Staff introduce children to some sign language to support communication.

All children thoroughly enjoy participating in energetic action songs, with the actions demonstrated and modelled well by the participating staff. Children develop self confidence and independence as they self register on arrival, collect their belongings from their own drawers and move freely around the playroom and outdoor play area. Children are acquiring skills that will help prepare them for the next stage in their learning.

The contribution of the early years provision to the well-being of children

Home visits give children the opportunity to meet their key person and the manager before starting at the setting. This helps children settle in and develop self confidence. These visits provide staff with the information they need to support individual children, including details about any health or dietary needs and children also have a familiar face they can relate to when they start. Daily access to resources showing positive images of difference and diversity, along with labels and notices in a variety of script and languages encourage discussion and help children to value diversity.

Children learn about the importance of safe play and good hygiene practices. Staff are good role models; they make sure that children all wash their hands before their meals and take suitable measures to promote food hygiene. Children sit comfortably at tables to eat lunch and become aware of healthy diets as they discuss their packed lunches and staff encourage them to eat their savoury foods before their puddings. Staff help children to consider safety risks and how to keep themselves safe using open questions skilfully. For example, during imaginative play children are planning an imaginary trip to the beach. Staff help children to consider and demonstrate their knowledge of sun safety and what they need to take and expect to find at the beach.

Links and partnerships with other agencies and settings, including children's centres enable staff and parents to access a wide range of support. Speech therapists visit and observe children in the relaxed environment of the setting to identify children's learning needs. There are good links between the setting and the local schools. Reception teachers visit the setting to meet children and their key person. This along with children's independence in self care and progress in all areas of learning supports children in their transitions to reception class.

The effectiveness of the leadership and management of the early years provision

The staff's training and understanding of safeguarding matters helps them promote children's welfare and safety. Comprehensive risk assessments are carried out and recorded and accident records are also audited to try to keep the environment safe. Staff respond promptly to remove any hazards, such as a broken toy to minimise the risk of

injury to children. In the event of being ill or having an accident, children are well protected, because the staff have current first aid training and appropriate policies and procedures are in place and followed. Records show that children's starting points and staffs observations of them are very effectively used to plan and provide appropriate activities and resources to promote children's development and monitor their future progress. The children's developmental records are scrutinised by the manager to monitor the effectiveness of the educational program and identify and address any weaknesses. Regular staff meetings enable all staff to contribute to planning. The key person system is very well established, with children and their parents having a familiar person to approach before they even start at the setting.

Staff use their links with local children's centres to seek support for children and families and work very effectively with other agencies to identify and meet children's needs. The delegation of responsibility for coordinating support for children with English as an additional language, to one person, enables her to build up her expertise and knowledge in this field. This ensures that she is confident and able to access support and advice as needed, so ensuring that these children's needs are met well.

Partnership with parents is very good. Parents feel involved and welcome at the setting and report that they find all the staff approachable. They feel well informed about their children's activities and progress, through daily contact with staff and regular updates, along with access to their children's Learning Journals. They appreciate having their views sought in questionnaires.

The staff demonstrate good awareness of their strengths, with the manager observing and monitoring practice regularly. She and the management team have a secure understanding of the progress that the staff have made in their practice and understand the importance of nurturing their growing confidence, to enable them to plan more innovative activities. The setting is supported in monitoring and developing their practice by the local authority and participates in the Bristol Standards quality assurance scheme.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY235041
Local authority	Plymouth
Inspection number	884632
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	40

Number of children on roll	107
Name of provider	Bobtails Full Day Care
Date of previous inspection	18/11/2009
Telephone number	01752 225271

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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