

# Bobby's Playhouse Ltd.

16 Lettice Street, London, SW6 4EH

<b>Inspection date</b>	24/09/2013
Previous inspection date	11/07/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Children benefit from a welcoming environment. They use a wide range of resources and play materials that effectively support their all-round development.
- Staff give high priority to children's safety within the nursery. They supervise children vigilantly and make sure that the premises are safe and secure at all times.
- Children take part in a good variety of interesting activities and experiences over the course of the day. They make good progress in their learning in relation to their starting points and capabilities.
- Staff keep parents well informed about care routines, progress and activities on a daily basis.

### It is not yet outstanding because

- Staff have not yet fully developed the use of the outdoor area to provide opportunities for children to explore and investigate the natural world.
- Books are not always organised to encourage children to relax with their friends and staff and share stories.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed children taking part in indoor and outdoor activities and during meal times and care routines.
- The inspector had discussions with the management team and staff.
- The inspector sampled records including children's files, planning and staff suitability records.
- The inspector spoke to parents at the setting and took account of their views.

## Inspector

Rebecca Khabbazi

## Full Report

### Information about 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. The nursery comprises of nine playrooms as well as the shared 'great hall' area, which leads to an enclosed outdoor play area.

The nursery is registered on the Early Years Register. It is open each weekday from 8am to 6.15pm for 50 weeks a year. There are currently 127 children in the early years age range on roll. The nursery receives funding for the provision of free early education to children aged three and four years. It supports children who have special educational needs and/or disabilities and those who speak English as an additional language.

There are 34 members of staff who work with the children plus two housekeeping staff. One member of staff has Early Years Professional Status (EYP) and one is a qualified teacher. There are 18 members of staff who hold relevant qualifications at level 3 and two who hold level 2 qualifications. All other staff are currently working towards qualifications.

### What the setting needs to do to improve further

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

- extend the use of the outdoor area to provide further opportunities for children to explore and investigate the natural world.
  
- review the organisation of books within the nursery in order to provide more comfortable enclosed spaces for children to share stories and conversations.

### Inspection judgements

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

Staff welcome all children into the nursery and gather detailed information about each child's background, starting points and needs before they start. For instance, they invite parents to come in with their child for at least three settling in visits, when they talk to them and fill in relevant information forms. This helps ensure staff get to know children well and provide all the support they require. They make sure they are well informed about any additional needs children have and adapt activities and routines to ensure that all children are fully included. Staff make regular observations of children's achievements

and use these to identify next steps and plan activities to support their future learning. As a result, children make good progress and enjoy the activities provided. Staff keep parents well informed on a day to day basis. They talk to them every day and give a full account of activities, routines and achievements. They invite parents to regular meetings to share progress reports. This ensures parents are effectively involved in their child's learning.

Staff show a good understanding of how to support children's learning through play. They plan and provide an interesting curriculum that ensures that children of all ages take part in a well-balanced range of activities and experiences through the day. They set out resources so that babies and toddlers can explore freely. Children in these rooms enjoy investigating toys in baskets and choosing things for themselves. Staff promote their early communication skills well when they talk to them, play a game of peek-a-boo or sing rhymes. Staff help older children learn useful skills and attitudes that prepare them well for the next stage of learning and for school. Children learn to speak confidently and listen attentively to staff at group times. Staff provide support and guidance so that older children learn to recognise their name and find out about the sounds that letters make. Staff support children's language development skilfully when they ask questions to make them think and encourage them to express their ideas. They provide a variety of books that are appropriate to the children's ages in all the playrooms. However, there are not always comfortable quiet spaces available to encourage children to relax and share stories and conversations. Staff support children who are learning English as an additional language appropriately when they start, for instance by finding out key words from home. Many children also benefit from staff who also speak their home languages within the nursery.

Staff support children's understanding of number well during every day activities and routines. They count with younger children during number songs and rhymes, helping them work out how many currant buns are left when one is taken away. Children complete puzzles, working out which piece fits in the space. Staff plan activities that help older children recognise more complex shapes, such as a pentagon, and children move shapes around confidently so they fit together in a game. Staff provide a variety of opportunities for children to find out about the world around them. For instance, they take children to collect leaves in autumn, grow cress seeds with them and sometimes involve children in planting in the outdoor area. However, the use of the outdoor play space is not yet fully developed to provide opportunities to explore the natural world. For example, children do not currently have access to magnifying glasses or other equipment outdoors if they wish to spontaneously explore and investigate. Children of all ages express their creativity as they use different media and materials, painting or cutting and sticking to create a picture. Staff encourage them to use their imaginations during a song session and toddlers giggle in delight as they bark like a dog or waddle like a penguin.

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

Children make good relationships with staff and each other. Staff carefully follow children's familiar home routines when they start. An effective key person system means that babies benefit from consistent carers. This helps them settle well and supports their emotional

and physical well-being. Staff are warm and affectionate towards the children. They give gentle support and guidance that helps children behave well. Children quickly become familiar with the routines and expectations of the setting. They know where to line up to go in the garden and they sit quietly on the carpet for circle time.

The nursery is generally well-planned, bright and welcoming. Staff make sure that a wide range of good quality resources are easily accessible. As a result, children grow in confidence and independence as they choose activities for themselves. Staff are very vigilant in promoting children's safety. They check the premises thoroughly for hazards every day and ensure robust security procedures are in place. They supervise children effectively, always making sure that enough staff are in all areas of the nursery. Children gain a good understanding of risks and how to keep themselves safe. They remember how to go up and down the stairs carefully holding on to the rail and are able to show their friends. Staff involve all children in regular fire drills so that everyone knows what to do in an emergency.

Staff promote children's good health effectively. They remind children to wash their hands after they use the bathroom, so that children learn to manage their own personal needs. Older children get their own tissue if they need to blow their nose and throw it away carefully afterwards. Staff follow careful procedures for changing nappies, such as wearing aprons and gloves, to minimise the risk of cross-contamination. Children benefit from well-balanced meals and snacks that are freshly prepared on the premises. They look forward to their favourite lunch and enjoy rice cakes and fruit at snack time. Children play outside every day as part of a healthy lifestyle. They practise their physical skills as they run around, ride bikes or have a turn on the slide. They also enjoy a wide range of physical activities in the 'great hall', where there is plenty of space for active games and music and dance sessions.

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

Effective arrangements are in place to safeguard children and promote their welfare. Robust recruitment procedures help to ensure that all staff are suitable to work with children. Staff have a clear understanding of their responsibility to provide a safe environment for children and know what steps to take if they have child protection concerns. There are comprehensive systems for induction so that staff are familiar with policies and procedures. All required documentation is in place and records are well organised and up to date. The management team monitor staff performance effectively; making sure staff are well supervised and supported. All staff are encouraged to further their qualifications and have opportunities to attend courses and in-house training. This results in a well-trained and supported staff group.

The management team are committed to continually developing the nursery. They have a good understanding of the learning and development requirements and monitor the provision closely, for instance through regular meetings with room managers and evaluating plans and activities. They constantly review the provision and identify areas for

development. For example, they have reviewed and developed systems for planning and observations, making sure that assessments are rigorous and link effectively to activity planning. They have also recently extended the nursery to create additional play space for older children. As a result, children benefit from a broad range of experiences upstairs including a well-equipped role play area.

Parents speak highly of the nursery. They particularly value the hands-on involvement of the providers, who manage the nursery. They comment on the friendly, caring approach of staff. Parents are happy with their children's progress and comment that they feel children's social skills, language and confidence are especially well supported at the nursery. Parents have access to comprehensive policies and procedures and are kept informed about the provision through notice boards and regular newsletters. Staff work closely in partnership with other agencies and professionals as appropriate if children have additional needs, sharing information as necessary. This ensures children experience a consistent approach to their learning and care and their needs are met well.

## 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 action. 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

<b>Unique reference number</b>	EY152041
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	919264
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	117
<b>Number of children on roll</b>	127
<b>Name of provider</b>	Bobby's Playhouse Limited
<b>Date of previous inspection</b>	11/07/2012
<b>Telephone number</b>	020 7384 1190

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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, which are usually the childminder's 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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