

Bobtails Full Day Care

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

Inspection date	15/01/2014
Previous inspection date	27/09/2012

The quality and standards of the early years provision	This inspection:	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

- Good relationships with parents are established through the very thorough settling in process, which includes home visits. As a result, staff know and meet children's needs well
- Staff provide effective support for all children. This is particularly good for children with Special Educational Needs, as partnership with parents and other professionals are very secure.
- Staff provide children with a broad range of activities and opportunities to play and learn according to their own interests, both inside and out.
- Staff are well qualified and understand their responsibilities in keeping children safe and supporting their learning.

It is not yet outstanding because

- Some of the routines, especially large group times, are not well organised to suit the different needs of the children attending.
- There are some inconsistencies in the level of support given to children so they understand the boundaries and expectations of the setting.

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.

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 and interaction between staff in all areas of the provision.
- The inspector spoke with staff, children, parents and representatives from committee.
- The inspector had a meeting with the manager and the Special Educational Needs co-ordinator.
- The inspector and manager completed a joint observation of an activity.
- The inspector sampled a selection of the required records including suitability records and staff qualifications, policies, children's details and learning records.

Inspector

Anne-Marie Moyse

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, pre-fabricated 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 from two years, 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 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:

- review the organisation and routines of large group times to ensure that these activities are more adapted to suit the abilities and needs of the individual children, so children continue to be challenged at an appropriated level
- help all children to recognise and follow the expectations of the setting, according to their developmental stage, so they develop a greater respect for their environment.

Inspection judgements

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

Staff greet everyone warmly on arrival, and children are developing close relationships with their key person and other staff. Staff know the children well and begin to form a bond with the child as they visit the family home before starting at the pre-school. This helps children become familiar with the key staff and give parents opportunity to relax and discuss their child's needs in comfort. As a result, children settle well and feel reassured by the staff, as their individual needs are well known. Staff make good use of this information in planning activities and resources which appeal to children and support all the areas of learning. Staff make regular observations and take photographs of children at play showing what and how children are learning. Staff make termly reviews of each child's progress and monitor their development. These learning records are shared with parents each term so that families are well involved in their child's achievements and progress. If

there are any concerns staff quickly discuss with parents alternatives and seek external assessment if required. This ensures that children receive the appropriate level of support to help them make good progress. Staff are confident in completing the required progress report for all two-year-old children and sharing this information with parents and other professionals.

Staff make good use of the environment, and children are confident in following the routines of the setting. On arrival, children self-register finding their own names and recognising some of the letters in their names. At times children are invited to join a small group activity to support their language development. This helps staff to monitor children's communication skills and give additional support if required. For most of the session, children have good opportunities to freely play with a broad range of toys and resources and can play outside for most of the day. However, at times children have large group story times, key group times and whole group activities, where children are introduced to letters and their sounds. Some of the children attending are not yet ready to sit for extended times and concentrate on these large group activities. These sessions are not always as well organised as they could be to consider the differing needs of the children attending. For example, some younger children are not able to focus and distract other children's concentration. As these activities can take some time for staff to organise some of the children become disinterested and restless.

The environment is safe and interesting resources are stored at a level so children can independently choose what to play with. This encourages children become enthusiastic learners and prepare for their future as they move onto school. Children confidently dress up in the medical uniforms, using their imagination as they pretend to be doctors. Staff provide posters and resources in the role play area to promote children's growing understanding of the world around them. Clipboards and pencils encourage children to make notes and complete forms during their play, developing their writing skills. Staff are on hand and talk to about visits to medical centres, and encourage children express their own experiences. Children readily join in with games such as sorting bears, making links between the pictures on the cards and finding the right size and colour bears to fill their cards. Staff skilfully adapt the game so that all children can join in according to their stage of development. Children are engaged as they count, match and calculate how many more bears they need. Staff support children learning English as an additional language to count in English and interact with the other children through songs. Staff follow children's interests and extend children's learning through the addition of resources. For example, in the water tray children become deeply involved as they fill and pour water into the various bottles. Staff use good questions to help children to comment on what is happening and encourage their language skills. Children excitedly talk about what they are doing. They concentrate carefully as they pour in some glitter, developing their control. They screw on the bottle tops and shake it, watching and commenting as the glitter first floats and then sinks, making patterns in the water. Staff help children to add different colours to see what will happen, ensuring children are making choices and controlling their own learning and exploration. Children readily join in a game to programme the remote control toy, listening to staff's instruction well. Children work out which way the toy needs to travel and how far, and programme the toy independently. They watch with anticipation as the toy moves towards their chosen spot, celebrating their success enthusiastically.

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

Children show they are forming good relationships with the staff and other children attending. This is because staff are friendly and have an inclusive approach, welcoming all children. The key person system is effective and children talk about their favourite staff. As a result, children are emotionally strong in readiness for effective learning. Children happily play independently or ask staff for help when needed, as they are secure in the attention staff give them. Staff encourage children to be polite and considerate to each other, playing safely with the equipment. However, at times staff do not consistently reinforce the rules and expectations of the setting. For example, at tidy up time some staff do not actively support children in learning to help put toys away. Also at times children climb on the furniture and are not always reminded that this is unacceptable.

Staff have developed effective partnerships with parents, which promotes continuity for each child between the home and the setting. Staff know all the children and information on children's care and development needs is consistently shared. The staff have formed strong links with external agencies so that children with special needs receive suitable additional support. Staff complete their own assessment of children development needs and monitor their progress closely. Staff keep parents well informed on any concerns so that early support can be provided. As a result, most children are progressing well according to their starting points. The manager ensures that suitable levels of staff are available to meet the specific needs of the children, so they are fully included and effectively supported. Staff use key words from children's home languages, pictures and signs to communicate with children learning English as an additional language or have communication difficulties. Parents acknowledge and give enthusiastic praise for the staff's positive attitude and helpfulness. Parents feel that their children are very well looked after safe and secure. Parents feel well involved in their child's learning and comment that children enjoy attending. The staff work well with other settings and the local schools so that there is a good continuity for each child. Regular visits to the adjoining school and visits from new teachers help children become familiar with their next place of learning. This helps prepare children well for any moves to new provisions.

Staff clearly prioritise the well-being of children, ensuring care needs are quickly met. Staff sensitively support children in toileting and changing nappies, following a safe and hygienic procedures. Staff help children become independent in dressing themselves ready for playing outside, wearing suitable raincoats and boots when it is wet. Children benefit from playing outside for most of the day, with a shelter to protect children from the worst weather. This enables children to follow their own preferences in learning in the fresh air. Staff set up interesting activities such as gutters and tubes, where children find out how to make the balls run faster down the slope. A selection of balls and hoops and a low basketball net encourages children to develop their control and coordination as they try to throw the balls accurately. Staff develop exercise games in response to children interest, where children safely run and jump in different ways following staff's instructions. Children enjoy this active game learning about how their muscles are growing as they use them. Children dig in the large sandpit filling and emptying various buckets. Staff encourage children to develop their early writing skills and letter recognition as they use the water

and paint brushes to 'paint' on the walls. Bug hunts in the small natural area help children to learn about nature and the world around them. Staff work closely with the parents to ensure individual dietary needs are supported and children eat healthily. Children have the opportunity to have a hot meal supplied by the local school, or bring their own packed lunches. Meal times are sociable and well organised. Children sit in sociable groups where they talk with the staff sitting with them, and learn good table manners. Staff encourage children to develop their independence in organising their own lunches and using the appropriate cutlery.

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

The staff have a good understanding of the responsibilities in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. As a result, children are fully included, well cared for and make good progress in their learning and development. The management committee take an active interest in the organisation of the provision and visit the setting regularly to meet with the manager and oversee what is happening. All staff are checked to make sure they are suitable to work with children, with a robust recruitment procedure followed. Ongoing suitability checks are in place, with all staff understanding the importance of maintaining high standards in their practice. The appraisal and supervision processes include regular video and peer monitoring to encourage all staff to reflect and drive improvements themselves. Staff are supported to continue their professional development and attend relevant training, which includes working towards a suitable degree. Staff follow the comprehensive policies and procedures to guide their practice, and have a staff hand book for their personal reference. The team of staff are well qualified and understand their roles in promoting good outcomes for children. They have a very good understanding of the safeguarding and child protection procedures to follow if they should have any concerns. The manager understands her responsibility in notifying Ofsted and other relevant agencies of any concerns or significant events.

Staff are enthusiastic and monitor the environment to help keep children safe. Staff supervise children appropriately and are deployed effectively. All required documentation to promote children's well-being is in place and well maintained. Staff have regular meetings where they discuss children progress and share information on their development. This is used effectively to help plan a suitable range of activities for each child. As a result, staff have a good understanding of children's current abilities and how they can best support them in their development. Children's learning records are well maintained and documented. The manager and Special Educational Needs co-ordinator oversees the tracking of all the children's progress, so that any concerns are identified early and suitable support offered to children. This helps to close any gaps in children's learning.

The staff have effective partnerships with parents and other professionals, which promotes continuity for the child. The home visits are well received by the parents, who find this a valuable way of finding out about the preschool. Parents are fully involved in

the setting and their child's progress. Staff offer parents the opportunity to borrow resources, such as books and games so that children's learning can be continued and extended at home. Staff seek parents comments and feedback and encourage all parents to be involved in the setting. The management committee and staff all contribute to identifying areas for development and continual improvements. Currently the setting are reviewing the organisational structure and governance of the setting and continuing to improve the outdoor environment for the children.

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
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	950113
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 Pre-School Playgroup Committee
Date of previous inspection	27/09/2012
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, 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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