

# Bobbins Childcare and Education centre

Newhall Road, BRADFORD, West Yorkshire, BD4 6AF

<b>Inspection date</b>	09/10/2014
Previous inspection date	16/07/2009

<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

- The quality of teaching is very good. Children's individual learning is effectively supported. As a result, children make good progress and are well prepared for the next stage in their learning.
- Children are protected from harm as managers and staff demonstrate a robust knowledge of their responsibilities with regards to safeguarding children.
- Staff are good role models they consistently set clear expectations about what is acceptable behaviour, as a result children's behaviour is very good.
- The management team continually strive to improve the setting. They have a clear improvement plan, which contributes to the ongoing development of the setting.

### It is not yet outstanding because

- Children have less exposure to print in the outdoor area to consolidate and further develop their literacy skills.
- Purposeful activities that take place during forest school sessions are sometimes disrupted because children cannot wash their hands and have to leave to go indoors to do this.

## 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 in the setting and the outside learning environments.
- The inspector conducted a joint observation of a planned activity with the deputy manager.
- The inspector held a meeting with the management team and spoke to children and staff throughout the inspection process.
- The inspector looked at children's assessment records, learning journeys and planning documentation.
- The inspector looked at a range of documents, including the provider's self-evaluation form and checked evidence of the suitability of practitioners working with children
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Julie Jones

## Full report

### Information about the setting

Bobbins Childcare and Education Centre was registered in July 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in the grounds of Newhall Park Primary School in the Bierley area of Bradford and is managed by Sure Start BHT (Bierley, Holmewood and Tyersal) Children's Centres. The setting serves the local area and is accessible to all children. It operates from five rooms and there are fully enclosed areas available for outdoor play. The setting employs 19 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 and one member of staff holds an appropriate early years qualification at level 5. One member of staff holds Early Years Professional status. The setting opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 101 children on roll, of whom 52 are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- extend children's good exposure to print further, for example, by enhancing the outdoor area with signs and labels to maximise the opportunities children have to develop their literacy skills to the fullest potential
- reduce interruptions in children's purposeful play during forest school sessions, for example, by providing hand washing facilities in the forest school area of the garden to enable children to wash their hands there.

## Inspection judgements

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

Staff have a good understanding of how children learn and develop. Consequently, children throughout the setting benefit from a broad and balanced educational programme that effectively promotes their learning in all areas. The quality of teaching is strong and effectively ensures children learn through a developmentally appropriate balance of both child-initiated play and targeted adult-led experiences. Individual rooms are well presented and provide opportunities for children to explore a stimulating learning environment. Children's interest is ignited by the opportunity to explore the forest school area of the garden. Staff skilfully extend children's interest in construction as they talk to them about building a 'bug house'. Staff sensitively work alongside the children as they encourage

their mathematical skills by counting the blocks they are using. Staff gently support children's thinking skills as they ask them to describe the noise the water makes as it drips onto the mud. The babies enjoy planting herbs and vegetables and the staff encourage them to use their senses to explore the leaves and plants. They effectively promote children's vocabulary as they describe the smell of the mint leaves. Children of all ages are active and inquisitive learners who enthusiastically explore and embrace new experiences. Therefore, all children, including those who speak English as an additional language and children with special educational needs and/or disabilities, make good progress given their starting points and are acquiring the skills, attitudes and dispositions they need to be ready for school.

Children's communication and language development is given a high priority. Staff regularly monitor and evaluate the progress that children are making. This enables them to promptly identify any children who may need additional support. The staff work very closely with a range of professionals to support children and their families. Consequently, speech and language difficulties are quickly identified and tackled early to ensure children get the support they need. Both small group activities and one-to-one support are well used to develop children's listening skills and their understanding and speech. This means, children make good progress in their communication and language development, given their starting points. Staff continually extend children's vocabulary as they play, for example, introducing new words as they play alongside children in the water tray. Children respond enthusiastically as they pour the water between containers. Children benefit from a print-rich environment indoors and are learning that print carries meaning. However, this is not as effective in the outdoor area to consolidate what children already know or to extend their understanding of new words further, for example, because resources are not labelled.

The management and staff team demonstrate a good understanding of the importance of working in partnership with parents to meet the individual needs of children. Parents are kept informed about their child's progress through daily discussions, regular assessments and parents' evenings. The manager and staff demonstrate a secure knowledge of the requirement to complete the written progress check for children between the ages of two and three years and to share this with parents. The staff have good links with the local schools and staff complete useful transition reports showing children's progress to date, this is shared with the children's parents. Parents talk positively about the impact the staff have had on their children's learning and development. For example, they comment that that their children enjoy attending the setting and that they talk fondly about their favourite activities.

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

Staff spend considerable time with parents before children start. They use this opportunity to gather information about children's interests and care needs. This helps them to plan a gradual settling-in process that is tailored to each child's individual needs. Consequently, children settle quickly at the setting because their needs are met and they feel safe and emotionally secure. They confidently and independently select from a wide range of interesting and stimulating resources indoors and outdoors. As a result, they are highly

motivated and confident as they explore the activities that have been provided. There is a highly effective key person system in place and children have excellent relationships with the staff. Staff know the children very well and this contributes to their sense of belonging and well-being.

The staff effectively promote children's independence skills very well. Children are encouraged to put on their own waterproof suits and wellington boots before going outside to play. They have access to fresh drinking water that they can pour for themselves. Staff have very high, but realistic, expectations of children's behaviour. They continually praise children's achievements and use a variety of highly effective strategies to keep children interested and motivated. As a result, children's behaviour is very good. They are learning to take turns and share because staff model this behaviour as they play alongside children. Therefore, children are developing excellent social skills and are very well prepared for the next stage in their learning.

Children's understanding of healthy lifestyles are embedded within their daily routines. They have continual access to the outdoor environment and enjoy playing outside in all weather. This effectively promotes their physical skills as they run up the grassy bank, jump in puddles and climb on the equipment provided. This helps to develop their physical skills and also enables children to challenge their own abilities by taking assessed risks in their play. On occasions, some children want to wash the mud off their hands when playing outside. However, staff have not provided water or towels in the outdoor environment and they need to go to the bathroom inside. This impacts slightly on their enjoyment of exploring the texture of the mud. Staff provide children with healthy and nutritionally balanced meals and snacks and incorporate children's individual dietary needs into the menus. Staff gently remind children to wash their hands before lunch and after using the bathroom. Children thoroughly enjoy brushing their teeth after lunch. As a result, children are developing a very good attitude towards healthy lifestyles.

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

The management team have a very good understanding of the requirements of the Early Years Foundation Stage. Consequently, they are meeting all legal requirements. Children are effectively safeguarded because all staff are fully aware of, and are sensitive to, potential and actual harm to children. Staff are aware of the procedures that they would follow if they had any concerns about a child's welfare. Robust recruitment checks are in place and all staff are suitability vetted to ensure that they are safe to work with children. The management team ensure that staff who hold an appropriate paediatric first-aid qualification are effectively deployed throughout the setting. This means that staff are able to respond promptly to minor accidents and injuries. The premises are secure and all visitors are required to sign in and leave their mobile phones at reception. This effectively contributes to children's ongoing safety.

The management team effectively monitors the educational programmes to ensure that all

children benefit from an individualised programme of learning. Any gaps in children's learning and development are promptly identified and the necessary support implemented. As a result, all children make very good progress from their starting points. All new staff are allocated a mentor, who supports them throughout their induction period. This supports all staff to fully understand their role. Staff receive regular supervision and appraisals and these are used to monitor the quality of teaching and identify areas of strength and any additional training needs. Therefore, training is effectively matched to the needs of the staff and children and further supports the very good progress that children make.

The management team are committed to ensuring that they effectively evaluate the strengths and weaknesses of the setting. They have a targeted development plan in place and understand the importance of involving all parents within the setting. Parents' views are regularly sought through the use of questionnaires; these are used to enhance the quality of the service and ensure that any improvements meet the needs of families. The management team produce regular newsletters to inform parents about what their child is learning each term. However, they have identified that on a minority of occasions some parents are not fully involved in their child's learning and development. They have looked closely at how they can improve this even further and are currently developing a 'loan' system to enable families to borrow resources to use at home. Parents and carers are highly complimentary about the care and education that their children receive at the setting. They comment that they 'trust' the staff and that 'their children are making excellent progress'.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY379377
<b>Local authority</b>	Bradford
<b>Inspection number</b>	858536
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	54
<b>Number of children on roll</b>	101
<b>Name of provider</b>	Surestart BHT
<b>Date of previous inspection</b>	16/07/2009
<b>Telephone number</b>	01274684111

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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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