

Inspection of Snettisham Bobtails

Snettisham First School, School Road, Snettisham, Kings Lynn PE31 7LT

Inspection date: 10 December 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are enthusiastic learners who readily lead their own play. The management team and staff monitor children's progress to ensure that any gaps in their learning are quickly identified and managed. Children engage well in games and activities, both independently and with adult support. Children confidently choose from the resources available to them. They play harmoniously together. Children initiate interactions with each other and follow the consistent ground rules. Staff give meaningful praise for children's good behaviour and individual efforts, effectively supporting children's self-esteem. Children are happy and settled. They feel safe and secure in their relationships with staff. They develop close emotional attachments, confidently seeking out staff to share in their play.

Staff support children in purposeful play. Children develop a positive attitude to learning. Staff pay good attention to planning for outdoors. This helps to ensure that those children who learn best from being outside can do so. Children enjoy playing outside and are supported well in their physical development. They learn to take managed risks. For example, children play on the tyre swing that is suspended from a tree and develop the confidence to attempt to climb the tree itself. Staff remind children about keeping themselves safe.

What does the early years setting do well and what does it need to do better?

- Staff talk confidently about where children are in their learning. They know what they need to do to build on what children already know in order to support their continuing progress. Children are well prepared for future learning.
- Children enjoy a range of interesting activities across all areas of learning. Staff adapt activities to ensure that all children can participate at their own level. For example, older children take part in an activity sorting Christmas baubles by size and putting them into corresponding-sized bags. Staff adapt the activity to respond to younger-children's interest in filling and emptying the bags.
- The quality of education is good overall. However, staff's interactions with children are not as high during routine activities, such as when children are waiting for their mid-morning snack. Staff are occasionally distracted with housekeeping tasks, such as tidying away. Sometimes, staff do not give children the opportunity to complete activities of their choice before moving on with the routines of the day.
- Staff help children to develop their speech and language skills. They engage children in conversation and actively listen to what they have to say. Children concentrate well and show an interest in words and initial sounds. However, not all staff help children learn to hear and say the initial sounds in words correctly.
- Children learn about rhythm and sound. They readily follow instructions when using musical instruments, playing them loudly and quietly. Children enjoy the

responsibility of carrying out small tasks, such as taking the container round the group of children to collect the musical instruments when the session is finished.

- Children are encouraged to be independent and do things for themselves. They have regard for their own personal hygiene and self-care needs and learn about the importance of this to keep themselves healthy.
- The management team demonstrates a strong commitment to improvement. They are aware of the strengths of the setting and areas for improvement. There is an effective programme of supervision and appraisal for all staff to manage their performance and foster a culture of mutual support.
- Staff are enthusiastic and motivated. They are supported in their professional development. For example, some staff have attended training in managing children's behaviour. They have shared their learning with the other staff to promote a consistent approach. Staff work well as a team to meet children's individual needs.
- Partnerships with parents are well established. Parents describe staff as 'caring', 'friendly' and 'approachable'. They appreciate the good level of communication through both verbal and written information.
- Staff have established strong partnerships with the host school. This helps to ensure that children are fully supported as they prepare for the next stage in their learning, such as moving into the Reception class.

Safeguarding

The arrangements for safeguarding are effective.

There are effective recruitment and selection procedures in place to help ensure that those working with children are suitable for their role. All staff complete training in child protection. This helps to ensure that they have a good awareness of the indicators of abuse and know how to report concerns. The setting has an identified safeguarding lead to ensure that any concerns are reported in a timely and appropriate way.

What does the setting need to do to improve?

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

- review the organisation of routine times to ensure that children always continue to enjoy a high standard of education and are given time to complete their chosen activities to their satisfaction
- make the most of opportunities to help children learn to hear and say the initial sounds in words correctly, further promoting their early reading skills.

Setting details

Unique reference number	EY545971
Local authority	Norfolk
Inspection number	10129964
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	24
Number of children on roll	24
Name of registered person	Snettisham Bobtails Committee
Registered person unique reference number	RP517379
Telephone number	01485541274
Date of previous inspection	Not applicable

Information about this early years setting

Snettisham Bobtails registered in 2017. The setting employs four members of childcare staff and an administrator. All childcare staff hold appropriate early years qualifications at level 3 and above. The setting opens from Monday to Friday during school term times. Sessions are from 8.30am to 11.30am on Monday and Friday. On Tuesday, Wednesday and Thursday sessions are from 8.30am to 3pm. The setting receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqueline Mason

Inspection activities

- The inspector and the supervisor completed a tour of the setting to understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the supervisor.
- The inspector held a meeting with the provider and supervisor and discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, and a selection of policies and other records.
- The inspector spoke to parents during the inspection.

We carried out this inspection 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.

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