

# Inspection of Bobtails Playgroup

Bobtails Play Group, 8a Roydon Road, Stanstead Abbots, WARE, Hertfordshire  
SG12 8EZ

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Inspection date:

6 March 2020

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## **Overall effectiveness**

## **Inadequate**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Outstanding

## What is it like to attend this early years setting?

### The provision is inadequate

Children's safety and well-being are compromised due to weaknesses in leadership and management. The committee has failed to understand the requirement to inform Ofsted about any significant changes to the committee members in charge of the playgroup. In addition, it has not supplied relevant information for Ofsted's checking procedures. As a result, a significant number of active committee members have not been checked by Ofsted to ensure they are suitable for their roles.

The quality of education is variable. Younger children attending the morning sessions take part in activities that help support their individual needs. Older children, from the school nursery, attend the afternoon sessions. These children do not receive targeted learning opportunities to help them make progress in their learning. In addition, older children do not have a key person to coordinate their care and learning needs and ensure their well-being.

Children interact and behave well most of the time. On the occasions when they have disagreements, staff intervene quickly and provide them with ideas of how to share the resources. Children have free access to two outside areas. They enjoy playing with a wide range of resources available, such as a wooden climbing frame, mud kitchen and sandpit.

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

- The nominated person has failed to notify Ofsted of significant changes to the committee members in charge of the playgroup. This means that the chairperson of the committee and most other directors are not suitably vetted for their roles, despite them already being active on the committee board. This does not help to ensure children's safety and protect children from harm.
- The key-person system is effective for younger children, who attend morning sessions and enjoy the familiarity of an adult who makes sure their care and learning needs are met. However, key people are not assigned to older children who only attend afternoon sessions. As a result, this group of children are not provided with a tailored curriculum and care practices that meet their individual needs.
- The education and care of the older children are shared between the nursery at the school and the playgroup. Despite this, the manager has not established a regular two-way flow of information with the school nursery staff to help ensure the needs of all children are met. This does not support continuity in children's learning and help them to reach their full potential.
- Staff use assessment well for younger children who attend morning sessions. They plan appropriate activities to support their individual next steps in learning.

However, staff do not extend this to older children who only attend afternoon sessions. Staff do not know the individual abilities of this group of children and what they need to learn next. Consequently, these children are not provided with suitably challenging activities that support their individual needs and stages of development to help them to make progress.

- Staff provide a range of activities to support children's imagination. For example, children pretend to be doctors. They concentrate as they use play stethoscopes and thermometers to examine staff who are the patients. Children put play toast in the toy toaster and pretend to spread butter on it, before offering it to adults.
- Parents are complimentary about the playgroup. They comment that staff are 'welcoming' and 'children settle quickly'. The parents of the younger children, who attend morning sessions, state that they are kept informed about their children's progress and development. Parents of the older children, who attend afternoon sessions only, make reference that the playgroup is 'childcare', rather than for educational purposes.
- The management team evaluates the playgroup and considers changes to benefit children. For example, managers recognise that some children are not interested in mathematical activities. As a result, they now consider how to incorporate mathematical concepts into children's play. For example, children enjoy using scales to weigh items and count money into the till in the role-play grocery shop.

## Safeguarding

The arrangements for safeguarding are not effective.

Committee members who are responsible for making decisions about the running of the playgroup have not supplied required information to Ofsted, to enable suitability checks to be carried out. This means that they have not been vetted by Ofsted to ensure they are suitable for their roles and understand their legal responsibilities. This significantly compromises children's safety. However, staff at the playgroup are aware of the possible signs that might indicate children are at risk of harm. They know the correct procedure to follow when reporting any concerns they may have about children in their care. The manager understands the procedures to deal appropriately with concerns or allegations about staff.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
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provide Ofsted with necessary information so that suitability checks can be completed for all those who make up the governing body	03/04/2020
improve knowledge and processes in relation to changes that must be notified to Ofsted	27/03/2020
establish a key-person system to ensure that all children are provided with a tailored curriculum and care practices that meet their individual needs and help them to achieve their full potential. This is with particular reference to the older children, who only attend afternoon sessions	27/03/2020
put in place an effective system for a regular two-way flow of information with other settings that children attend	27/03/2020
ensure the educational programmes provide appropriately challenging experiences that support all children's individual needs and next steps in learning to help them make good progress	27/03/2020
put in place assessment procedures to identify the levels of achievement of all children and use this information to inform planning and challenge them to make good progress in all areas of learning.	27/03/2020

## Setting details

<b>Unique reference number</b>	EY418533
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10127399
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Bobtails Playgroup Committee
<b>Registered person unique reference number</b>	RP530221
<b>Telephone number</b>	01920871273
<b>Date of previous inspection</b>	4 March 2016

## Information about this early years setting

Bobtails Playgroup registered in 2010. The playgroup employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above. The playgroup opens from Monday to Friday during the school term times. Sessions are from 9am until midday on Tuesday and Thursday, and from 9am until 3.30pm on Monday, Wednesday and Friday. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Marisa White

## Inspection activities

- The inspector observed staff's interactions with the children inside and outside.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to parents and collated their written testimonials. Their views were taken into account as part of the inspection.
- The manager and the inspector took part in a joint observation and evaluated it together afterwards.
- The inspector checked a sample of documentation, including evidence of the suitability of staff and committee members.

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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