

Inspection of Bobtails Full Day Care

Bernice Terrace, Lipson, Plymouth, Devon PL4 7HW

Inspection date: 25 June 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

The curriculum is effective and ambitious for all children. Children are guided by staff to develop their independence skills from the moment they walk into the nursery. Staff cheerfully greet every child as they enter and hang up their coat and bag. At snack times, toddlers confidently use tongs to choose which fruit and vegetables they want to eat. Afterwards, older children put their lunch boxes away in the fridge and children of all ages clear away their lunch and put the crockery in the washing bowl. Children are secure and happy. They have strong relationships with staff. Staff listen to children and respect their opinions, giving them choices. For example, during routine nappy changes, staff ask children who are occupied if they would like to come for a nappy change then or to wait until they have finished their activity.

Staff role model positive behaviours to support children to develop respectful relationships with others. Children are kind to each other and develop strong friendships. Pre-school-age children play with toddlers in a role-play game. They develop their imagination and social skills as staff support them to sell pretend ice creams to each other. Children develop mathematics skills as they use pretend money to buy the ice creams.

Children of all ages make good progress in their learning and development, including those with special educational needs and/or disabilities (SEND). Outdoors, staff provide children with lots of opportunities to develop their physical skills. Children of all ages are curious and enjoy climbing stairs and going down a slide. They run, developing cardiovascular and core strength. Younger children enjoy drawing, extending their creative skills.

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

- The curriculum has a strong focus on outdoor learning and books. All areas of the curriculum extend to the outdoor area. For example, children enjoy exploring an activity with a 'crumble of oats and hidden items'. This links to the book children listened to in the morning group time. Staff plan activities that guide children to make connections and remember what they have learned before. In group times, children sit and listen with concentration. They confidently join in with the parts of the book they know, further extending their recall skills. Staff have created a book lending library and also a quiet reading area outdoors, the 'Book Nook'. Children develop a love of reading and books.
- Those with a lead for special educational needs are knowledgeable in their role. Staff are effectively guided to support children with SEND. Parents of children with SEND report that they feel supported by staff who offer guidance on the best ways to support their child. Links with relevant professional agencies are

strong.

- Staff help children to develop healthy food habits. Children enjoy a hot lunch, prepared by the primary school next door, or parents provide packed lunches. Staff guide parents to provide healthy options. All children enjoy eating healthy meals which include foods such as lean meats, fruit and vegetables. Staff support children's dental hygiene with a daily toothbrushing routine.
- Managers have created a caring and supportive working environment. Staff enjoy working at the nursery and staff retention is good. Managers recognise when workloads become too difficult. They make suitable adjustments and delegate tasks. Managers ensure that staff continually develop their professional abilities, such as through staff meetings and a wide range of training opportunities. Staff have undertaken training on outdoor learning and used their knowledge to enhance the outdoor learning area in the nursery.
- Staff hold lots of conversations with children. Children engage with others to explain what they know and can do. However, staff sometimes answer the questions they have asked children and do not extend the conversations further to guide children to build their communication skills and vocabulary more.
- Managers have created a curriculum which is effective for all ages. It is well implemented by staff, and children are prepared for the next stage of learning. Staff guide children to explore nature. For example, pre-school-age children enjoy a leaf-rubbing activity. Younger children listen to staff read a book about woodland animals. These activities support children to develop their knowledge of the world. However, the curriculum does not enable staff to support children to explore other cultures and religions, similarities and differences as well as it could.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- extend opportunities to support children to understand and celebrate similarities and differences and to learn more about the different religions and cultures
- develop staff interactions with children, to build children's vocabulary even more and support children's language and communication skills further.

Setting details

Unique reference number	EY235041
Local authority	Plymouth
Inspection number	10349805
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 11
Total number of places	40
Number of children on roll	49
Name of registered person	Bobtails Pre-School Playgroup Committee
Registered person unique reference number	RP903167
Telephone number	01752 225271
Date of previous inspection	12 September 2018

Information about this early years setting

Bobtails Full Day Care registered in 2002 and is located in the Lipson area of Plymouth. There are 12 staff who work directly with children. Of these, two staff members hold a level 6 early years qualification, one holds a level 5 qualification and nine staff members hold a level 3. The setting opens from Monday to Friday for 50 weeks of the year. Sessions are from 8am until 5pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Victoria Jones

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk of the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the nursery.
- The inspector carried out a joint observation of an activity with the manager and assistant manager and, together, they evaluated this.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke with parents, read their feedback and gained their views of the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024