



Hop Scotch Pre School

Inspection report for early years provision

Unique Reference Number	EY331406
Inspection date	17 July 2006
Inspector	Elizabeth Miles Wallis
Setting Address	Cambridge Primary School, Cambridge Street, Barrow In Furness, Cumbria, LA13 9RP
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Registered person	Hopscotch Pre School
Type of inspection	Childcare
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

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THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Hopscotch Pre-school opened in 2006. It operates within Cambridge Primary School in Barrow in Furness. It is registered to provide sessional care for up to 16 children aged between two and five years. The pre-school is managed by a voluntary management committee who employ a qualified childcare manager and three additional part-time staff to work with the children. Children are cared for in the pre-school classroom and also have supervised use of the school hall, nearby toilet area and enclosed outdoor play areas. The pre-school operates during term time only. It is open from 11.30 until 15.15. During this period children may attend either or both of the sessions. These run from 11.30 to 12.45 and from 12.45 to 15.15. The

pre-school currently supports two children with learning difficulties and disabilities. It serves all children in the local community as well as offering a flexible extended day for children who attend, or who will be attending, the school's nursery provision.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children receive care in an environment that is light and spacious. The standard of cleanliness is good. Staff take effective measures to ensure that children are protected from infection. They implement thorough hygiene procedures such as wiping tables before snack time. Cross contamination is further reduced by a clear, colour coded system for the cloths and bowls used for washing cups and activity equipment. Staff rigorously apply the sickness policy to ensure that children do not attend when unwell.

Children demonstrate good awareness of routines that promote their health. They develop early competence in personal care skills such as washing their hands. They learn that they must cover their mouth when coughing and ask for a tissue to blow their nose in order to prevent germs from spreading. When outdoors in hot weather, staff ensure that children have ample shade and wear sun hats. Children enjoy a good range of play opportunities that contribute to their physical development. They learn that exercise is good for them. They play outdoors using a wide variety of equipment such as a climbing frame, seesaws, tricycles, hoops and balls. These activities encourage their coordination skills. Indoor physical play, including circle games and dancing, takes place in the school hall thereby providing additional opportunities for children to exercise.

Children enjoy the nutritious snacks, such as fresh fruit provided during each session. They discuss with staff the types of foods that promote good health. They paint pictures of different fruits and vegetables and begin to develop an awareness of the effect of healthy eating on their bodies. Staff are vigilant in meeting the needs of children with individual dietary needs such as allergies.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from a generally safe and secure environment. The entrance to the premises is well monitored. Staff organise the activity space well and ensure that children can move around safely, freely and independently. Staff implement a detailed risk assessment, however, they sometimes lack vigilance regarding the safe storage of cleaning chemicals. A detailed emergency evacuation procedure is in place but staff have not rehearsed this with the children to ensure its effectiveness.

Children enjoy access to a variety of indoor and outdoor play equipment that is of

sound quality. Staff ensure that all equipment is safely stored and well maintained.

Children learn to take responsibility for their own safety. Staff use the summer theme, for example, to talk about staying safe during the long summer holidays. Children learn about safety near water, safe sunbathing and the importance of not wandering away from their parents or carers when away from home.

Staff have a sound awareness of Child Protection procedures. They have attended suitable training and have sufficient knowledge to ensure that vulnerable children are identified and their needs met.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle quickly on arrival in the welcoming environment. They recognise and collect their individual name cards and promptly absorb themselves in constructive activities. They are content and interact warmly with staff.

Staff use their good knowledge of child development to provide a wide selection of accessible activities and resources. Children enjoy the range of adult-led activities that link with ongoing themes. As part of the summer theme, for example, staff introduce activities that focus on travel. Children cut out pictures of clothes to pack an imaginary suitcase and create pictures about different forms of transport. Children also receive ample opportunity to develop their curiosity and imagination through more independent exploration and play. Staff, for example, convert the home corner into a pretend shop where children role play using shopping bags, toy money and a till.

Children's progress and achievements are monitored and staff make good use of opportunities to enhance children's learning while they play. Number recognition is, for example, promoted when children make buns with play dough and sing the familiar counting song, 'Five Little Buns'.

Children's self-esteem is enhanced because their achievements are valued and their work is displayed. Staff make good use of opportunities to talk to them, such as at circle time. They help children to express themselves and to increase their self confidence. Children relate well to each other and socialise with ease, such as at snack time when they talk spontaneously to each other about the activities that they have been doing.

Helping children make a positive contribution

The provision is satisfactory.

Children learn to behave well. Staff implement age appropriate and sensitive behaviour management strategies. Children develop an understanding of right and wrong as staff offer gentle reminders to care for each other, to take turns and to be polite. Children are helpful towards each other and also take pride in helping staff. For example, they assist in setting up a new activity and put toys away.

Children enjoy opportunities to learn about themselves, each other and the world around them. These include activities linked to multi-cultural events, such as Chinese New Year. They also learn about the wider world by discussing places visited on holiday and listening to stories. Resources that reflect positive images of cultural diversity are, however, limited. Children benefit from the close partnership with the wider school environment, for example, they enjoy going to watch the races at the school's nursery class sports day. When children leave the group to move to nursery school they proudly enact a graduation ceremony and receive a certificate acknowledging their contribution to the group.

All children are welcomed and play a full part in the pre-school because staff value and respect their individuality. Staff have a good understanding regarding the needs of children with learning difficulties and disabilities and work constructively to ensure their inclusion in all activities.

Parents are confident in the ability of staff to meet the individual needs of their child. Parents receive appropriate general information about the group. Children do not, however, benefit from a system whereby staff and parents exchange more detailed information about their ongoing activities and progress. Parents views are welcomed by staff, however, a suitable system for recording complaints or concerns expressed by parents is not in place.

Organisation

The organisation is satisfactory.

The group is effectively organised by experienced staff who are well supported by the committee. The legally required documentation that contributes to children's care, health and safety is generally well maintained. The group's policies and procedures are clear and well written.

Children benefit from the cooperative relationship that is maintained with the school in which they operate. This helps to ease their transition into full time education. Staff plan and implement a well organised activity programme. They ensure that all children, including those that attend very few sessions, benefit from the full range of activities. Sound staffing ratios are maintained. Children do not, however, benefit from belonging to a key worker group that has consistent staff to monitor their progress and oversee their welfare.

Children are cared for in a well organised environment. Indoor play equipment and wall decorations are stimulating and are laid out to maximise children's learning and enjoyment. Play resources for both indoor and outdoor play are well stored and clearly labelled ensuring accessibility.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve safety by ensuring that all cleaning chemicals are consistently inaccessible to children and that the emergency evacuation procedure is periodically rehearsed
- improve the partnership with parents by ensuring that there is a system in place for the regular exchange of information and for the recording of all complaints
- increase the range of accessible resources that promote positive images of cultural diversity
- ensure that children benefit from care in a key group with consistent staff.

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