

Hopscotch Private Day Nursery

Inspection report for early years provision

Unique Reference Number	EY276244
Inspection date	12 February 2008
Inspector	Elizabeth Margaret Grocott
Setting Address	Bishop Goss Complex, Rose Place, Liverpool, Merseyside, L3 3AN
Telephone number	0151 207 2121
E-mail	sue@hopscotchnursery.co.uk
Registered person	Susan Marie Adamson
Type of inspection	Integrated
Type of care	Full day 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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

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

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Hopscotch Private Day Nursery was registered in 2004. The out of school care was registered in 2008. The setting is situated in a converted school building in the centre of Liverpool. The ground floor of the building is used for the nursery and out of school care and provides four playrooms, bathrooms, staff facilities and an office and reception area. There is a large enclosed area for outdoor play, which is protected with safety surface.

The setting is open from 07.30 to 18.00 each week day, all year round with the exception of public holidays. The nursery supports children who have learning difficulties and disabilities. The setting is registered to care for a maximum of 61 children aged from birth to eight years in the nursery and a maximum of 10 children from three to eight years in the out of school club. There are currently 79 children on roll of whom 14 receive funding for nursery education.

There are 21 staff employed including the manager and deputy manager. All staff hold appropriate qualifications or are working towards one. The nursery receives support from an early year's advisory teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's health is of great importance to the staff team. For this reason, children are very well supported in developing excellent personal hygiene routines. Staff talk with them about the importance of washing their hands and children know that if germs move from their hands into their tummies they will become sick. Children's bedding is changed as it is used and exceptional standards of cleanliness are maintained in all areas of the nursery.

Staff take steps to prevent the spread of infection by keeping the premises and furnishings clean, wiping tables with antibacterial cleaner between activities and having a clear exclusion policy for sick children. Children help staff with some domestic chores, for example, wiping tables after lunch and scraping the food from their dinner plates. This also promotes their understanding of the importance of hygiene. Children's toilet facilities are regularly checked and cleaned and nappy changing areas are cleaned thoroughly after each use. Children's health is further protected as staff hold relevant first aid qualifications and follow appropriate routines if an accident occurs. Clear accident and medication records are maintained and a suitable first aid box is available, the contents of which are checked at regular intervals.

Staff follow excellent health and hygiene procedures when preparing food and all staff are trained in food hygiene. The cook freshly prepares a very varied choice of nutritious and attractively presented meals and snacks. Staff are confident that children are receiving a minimum of five portions of fresh fruit and vegetables each day, which helps them develop good eating habits. Children particularly enjoy a homemade sausage casserole with carrot and turnip and mashed potatoes followed by fresh fruit and custard. At teatime children spread their own crackers and help themselves to cheese. A water cooling machine provides the children with opportunities to help themselves to drinks whenever they wish. All children including babies enjoy the positive experience of sitting together for meals. They chat to each other about what they have been doing.

All children benefit from fresh air, exercise and a varied range of activities and resources that encourage and enhance their physical skills. The babies take regular walks in their six-seater pram, where they can survey daily life from their advantage point. The seats in the pram can be positioned in any direction to maximise the benefits of being outdoors. Older, more able children learn physical control and co-ordination when using the tricycles and scooters and develop their imagination as they play in the playhouses. Children move around confidently during physical activities and develop an understanding of spatial awareness. They particularly enjoy their weekly session with 'Fun zone Pete' who engages them in a variety of keep fit and bodily controlled exercises.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in bright and spacious rooms, which are laid out effectively to enable them to move around safely and easily. This is due to rigorous risk assessments implemented by staff. All areas are kept clean and well maintained helping to create a warm and welcoming atmosphere for the children. They have a sense of belonging as their work and photographs are attractively displayed, meaning the surroundings are appealing to children and their families. In most rooms there are designated areas for play, supplied with carpets, sofas and cushions to increase

children's comfort. however, the baby room does not have any domestic style furniture to enable young children to develop their mobility. This also affects staff who have nowhere to sit comfortably to nurse or feed babies. This does not promote close bonding with the familiar adult.

Children use a range of good quality, safe and suitable resources. They access these easily from low level display units. Priority is given to the condition and safety of equipment and a cleaning rota is in operation. The range of toys include those which represent diversity in society, for example, dolls, dressing up clothes, play figures, puzzles and books. These help to develop children's understanding and acceptance of others.

Security is good and the buzzer system that is in place prevents unauthorised access to the building. Visitors are identified on entering the building and asked to sign the visitors' book. Children and staff practise the emergency evacuation procedures on a regular basis. This helps children become familiar with the routine in the event of an emergency. Children are beginning to understand the importance of safety issues, for example, they are reminded not to run indoors or throw toys. This encourages children to take responsibility for their own safety and the safety of others. All areas used by the children are thoroughly risk assessed so that any identified hazards are minimised. Staff reinforce safety messages through discussion with the children. They actively encourage children to help tidy away toys and to play safely. Daily registers reflect arrival and departure times and children are only released into the care of a known adult.

Staff have a clear understanding of child protection issues and know how to proceed if they have concerns about a child in their care. They are aware of the possible indicators of abuse or neglect and this supports children's well-being. They have suitable reference materials readily available at the premises.

Helping children achieve well and enjoy what they do

The provision is good.

Children come into the setting happily and confidently. They relate well to staff and confidently approach them for support indicating trusting relationships are built. They are given praise and encouragement, cuddles and affection. They make choices about play by accessing the good range of resources that are freely available to them. In the baby room, staff make play dough with children's help. There is flour everywhere and the babies really enjoy the experience as they squeeze the dough through their fingers. The toddlers go outside to the garden and join in a keep fit session in the sunshine. Preschool children cut items of interest from newspapers and label them with their own thoughts and ideas.

Children benefit from good levels of staff supervision, support and involvement in their play. All children are included in activities with quieter children being actively encouraged to participate in planned activities or invited to join in free play with other children. The staff have their own key children, form close relationships and have a good idea of their individual development. Each member of staff plans individually for their children within the bigger plan of the room. This is effective in ensuring that children are accessing activities, which are developmentally appropriate.

Nursery education.

The quality of teaching and learning is satisfactory. Assessments of children are made as they enter preschool. This gives staff an insight into what children enjoy and what they can do. Staff are clear about the learning intentions of activities and make regular observations of the children at play. The observations used inform planning which builds around children's interests, however, their observations and assessments do not make links with the stepping-stones. Recording assessments of children's achievement is not fully understood as some profiles are filled in to the end of the early learning goals. Subsequently, there is no accurate picture of what children are currently achieving. Planning does not show differentiation for more or less able children. Therefore, children's progress towards the early learning goals is not maximised.

Children are eager to learn and concentrate well during story time. They are confident and chat amongst themselves as well as to other adults in the room. They are very well behaved and independent in their self care. They take themselves to the toilet, wash their hands and faces, serve their own lunch and pour their own drinks. They develop friendships and run to hug a friend when they arrive at nursery. Children make regular trips out into the community to the local museum, the library and parks. At circle time older more able children are confident in relaying the days of the week. They recognise their names and carefully stick them on their drawers. Some children can recognise other children's names too. Children enjoy books and participate in story telling. They answer questions and predict storylines. Children have plenty of opportunities to make marks as they access the writing station and chalk freely outside on the walls and the ground.

Children have opportunities to practise counting as they count the number of play figures a child has brought into nursery. Some children can count confidently beyond 10. Children regularly look at different shapes at circle time learning their names. They put their hand inside a bag and take out a shape, which they then have to name and describe the colour. Children are very good at this activity and recognise ovals, triangles and pentagons as well as squares circles and rectangles. They enjoy sorting fruit and vegetables and matching size and colour. Children are encouraged to explore and investigate. They plant sunflowers seeds and monitor their growth. A computer is available for daily use so that children can learn about technology. Staff to help children to recognise different times of the day. The session is divided and children given five minutes warning before an activity is changed.

Staff use a variety of methods to help children understand about being healthy. They look at a topic about healthy eating, play outdoors twice a day and use the equipment, such as the parachute, bikes and scooters to develop their muscles. Children make their own play dough and talk about how it feels. They print with pieces of fruit and use a variety of media to produce two dimensional and three dimensional artwork. They construct models from linking and stacking resources and sing familiar songs, such as 'If you're happy and you know it clap your hands'. Children have access to a range of musical instruments to practise rhythm and to listen to different sounds. Children particularly enjoy imaginary play. They enjoy dressing up in a range of outfits when they can become somebody else.

Helping children make a positive contribution

The provision is good.

Children feel welcome in the nursery because staff create positive relationships with them and their parents. This contributes to children feeling settled and secure. Children are acknowledged and valued as individuals and their admission to the setting is tailored to meet their individual needs. This helps to minimise stress for everyone and children settle very well. They develop confidence and independence, because they have many opportunities to take care of their

personal needs at meal times, toilet times and during their play. They celebrate different religious and cultural festivals, such as Chinese New Year, when they try Chinese foods. This positive approach fosters children's spiritual, moral, social and cultural development. Children have an allocated key worker, which enables them to make personal attachments to a carer.

The setting offers support to children with learning difficulties and disabilities. Staff ensure children have equal access to all activities regardless of their ability, gender or background. They work well with other agencies to ensure that children's opportunities are maximised.

Children's behaviour is very good. They are constantly praised and encouraged by staff that have high, but realistic expectations of them. Staff acknowledge good behaviour and use appropriate strategies to manage children's behaviour to help them understand the difference between right and wrong. Staff are interested in what the children say and do, and the children relate well to each other.

Partnership with parents and carers is satisfactory. Positive channels of communication are established and well maintained through a variety of media. These include newsletters, the good use of notice boards and displays, a suggestions box, daily record sheets for every child and regular verbal feedback from staff. Systems in place, however, do not ensure that parents have sufficient knowledge of the Foundation Stage of learning. They are not yet familiar with the six different areas of learning and are not encouraged to become involved in their child's learning at home. Parents are extremely happy with the service they receive, in particular the friendly, approachable staff team.

Organisation

The organisation is good.

Children benefit from being cared for by qualified and dedicated staff that are suitable to care for them. The setting places a high priority on staff development and training. Staff currently undertake a six month course after work, to prepare them for the new early year's Foundation Stage. Thorough staff induction ensures an awareness of the setting's comprehensive policies and procedures, to keep children healthy and safeguard their welfare. The staff are deployed effectively and understand their roles and responsibilities. Their morale is high and this has a positive impact on the operation of the setting. This is reflected in the quality of care and education children receive.

Children's welfare is promoted through the very well organised recording systems and written operating procedures, which meet the requirements of registration. All documentation is meticulously maintained and held confidentially.

Leadership and management is good. Staff are well supported through team meetings, individual support, appraisal sessions, and the 'open door' style of management. They have a very good understanding of policies and procedures and this underpins their practice. The manager leads by good example and enthusiasm. Clear aims reflect a commitment to improving the quality of care and education and staff assess their own practice regularly. This helps to secure future improvement. The system for monitoring and evaluating the provision for nursery education is not sufficiently developed to ensure that weaknesses are identified. This means that gaps in assessment are not identified. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last care inspection, the provider was asked to ensure that the protruding nails in the dining room were made safe. She was also asked to review the behaviour management statement and the child protection statement. All areas of the room are now safe and the implementation of daily risk assessments ensures this cannot happen again. All of the policies and procedures that underpin the smooth running of the nursery have been revised. The behaviour management statement includes details of how bullying will be dealt with. The child protection statement has been amended to clarify the procedure to be followed should an allegation be made against a staff member or volunteer. Both policies help to protect children.

Complaints since the last inspection

Since the last inspection there has been one complaint made to Ofsted that required the provider to take action in order to meet the National Standards.

Ofsted received concerns relating to National Standard 2 Organisation. An Ofsted Early Years childcare inspector visited the provision on 16 December 2006. Actions were raised and satisfactorily met by the registered provider. The provider remains qualified for registration.

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 AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

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

The quality and standards of the nursery education are satisfactory.

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):

- provide domestic style furniture in the baby room to assist children in developing mobility and to encourage staff to hold babies whilst bottle feeding.

The quality and standards of the nursery education

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

- develop short-term planning to include ways activities can be differentiated for more or less able children; ensure children's records of progress clearly show their stages of development in relation to the stepping stones and what the aims are for the next steps in their learning
- develop the quality of information given to parents regarding the curriculum, how their children are progressing towards the early learning goals and how they may become involved in their children's learning at home

- develop the system for monitoring and evaluating the provision for nursery education to ensure weaknesses are highlighted and actioned.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk