

Hopscotch Nursery

Inspection report for early years provision

Unique Reference Number	509068
Inspection date	07 December 2007
Inspector	Caren Carpenter
Setting Address	Girl Guide Headquarters, Maricas Avenue, Harrow, Middlesex, HA3 6JA
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Registered person	Marie Gaughan
Type of inspection	Integrated
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

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 satisfactory. 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 Nursery was registered in 2000. It operates from the Girl Guide Headquarters in Harrow Weald which, is located within the London borough of Harrow.

A maximum of 25 children from two to five years may attend. There are currently 49 children on roll. Of these 10 receive funding for early education. Children attend for various sessions. The setting supports a number of children with learning difficulties and also supports a number of children who speak English as additional language.

The group is open each week day during school term time. Sessions are from 09:15 to 12:15 Monday to Friday with a lunch club on Wednesdays until 13:15 and additional sessions on Mondays and Thursdays from 13:00 to 15:00.

Two full time and four part time staff work with the children. Five staff have recognised early years qualifications. The setting receives support from the Early Years Childcare Partnership and are members of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from a clean, warm, comfortable and child-friendly environment. Children follow hygiene procedures such as washing their hands independently before snacks, and after visiting the toilet to prevent the spread of infection.

Children's welfare is maintained as good accident procedures are put into practice for example, accidents are recorded and parents are informed. However, parents have not provided written permission for seeking medical emergency treatment. Therefore, children's welfare is not fully promoted.

Children are well nourished and have their health and dietary needs met because the setting works well with parents. Special dietary needs are recorded and known to all the staff. Children enjoy a range of healthy snacks such as, apples, raisins, bananas, oranges, cucumber slices and carrots sticks. They recognise when they are thirsty and are offered drinks of water.

Children's physical skills are actively developed by the good use of outdoor and indoor play. They gain co-ordination and control of large muscles as they pedal and push bikes. Children are confident as they throw and catch balls. They gain fine muscle control as they use a range of small tools such as, rolling pins, pencils, paint brushes and scissors.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming, secure and safe indoor and outdoor environment. Good supervision and a good awareness of health and safety issues allow children the freedom to choose activities within safe limits. Children understand and practise fire drills regularly which are clearly recorded. However, risk assessments are not carried out regularly to promote children's safety. Good security precautions are in place to safeguard children.

Furniture, toys and equipment are well maintained, clean, and suitable for the children. Children have access to a range of appropriate equipment, encouraging independent choice.

Children are safe guarded from abuse or neglect, because staff have a good knowledge and understanding of child protection issues. This helps to ensure children are protected from harm and neglect.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time at nursery. They are happy and are forming close relationships with each other and staff. Staff demonstrates a caring attitude towards the children and encourage them to share and play together.

Children benefit from the routine, allowing them to initiate their own ideas and make their own choices about their play. They play well independently and with their peers. They enjoy opportunities to work more directly with staff for example, during play dough activity. Staff plan interesting and stimulating activities that support and promote children's learning and

development. However, there is no differentiation in the planning of activities for the younger children.

Children's independence skills are well promoted as part of the daily routine for example, they visit the toilet independently and tidy away activities and toys. Children behave well for example, they take turns and share resources. Staff give reassurance and lots of encouragement.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making satisfactory progress towards the early learning goals, because staff plan interesting activities.

Staff make use of medium and short term planning to help guide sessions and set learning intentions, however, activities are not yet evaluated to ensure the learning intentions are achieved. The key worker system enables staff to monitor the children's progress to help them to move on to the next steps of learning. However, staff do not yet use their observations of the children to plan for their individual learning.

Staff are friendly and caring and form good relationships with the children which help them to feel secure. They give regular encouragement and praise which develops children's confidence and self-esteem. As a result, they behave well. Children's personal, social and emotional development is promoted throughout the setting. Staff encourage children to respect each other and to play well together. Children are gaining independence as they put on their aprons before craft activities and make choices about their play.

Children are practising their early writing skills as they paint and draw. They are learning to recognise their names for example, they select their name cards when they arrive at nursery for self-registration.

Children enjoy mathematical activities such as, fitting puzzles together and identifying colours, shapes, size and numbers. Children are studying living things such as, mini beasts; they observe worms and hedgehogs during outdoor play.

Children are developing a good knowledge of colour, texture, shape, form and space in two and three dimensions whilst constructing, painting, drawing and sticking with various materials. Children enjoy the range of physical activities during outdoor play and are becoming skilled at their climbing and balancing skills.

Helping children make a positive contribution

The provision is satisfactory.

Children are valued and respected as individuals and are included in the life of the setting. They learn about themselves and the wider world through planned activities, for example, around a variety of cultural festivals, helping them to understand and value the similarities and differences between themselves and others. They have access to resources which show people from other cultures for example, dolls, jigsaw puzzles and books. This increases their awareness of diversity and their understanding of others. This positive approach fosters children's social, moral, spiritual and cultural development.

Children are fully integrated within the setting. The Special Educational Needs Coordinator has received appropriate training to support children with learning difficulties and children with

English as an additional language. Staff have developed good relationships with other relevant professionals. As a result, children receive appropriate support.

Children are well behaved. They are encouraged by staff to take turns, share and to be considerate and helpful. Staff manage behaviour in a calm and consistent way. They use lots of praise and encouragement to reward achievement and raise self-esteem.

The partnership with parents is satisfactory. Staff share information on a regular basis with parents. They provide daily feed back to parents about their children's developmental progress and activities they have participated in. However, parents do not have opportunities to meet formally with staff to discuss their children's written progress reports and to be involved in planning the next step in their learning.

Organisation

The organisation is satisfactory.

Children share good relationships with staff who have been vetted for their suitability to work with young children. Space and resources are used well to meet the children's individual needs and ensure their safety, welfare and development.

The organisation of the nursery and deployment of staff is effective across the session ensuring, that children are happily engaged in activities. Staff understand their roles and responsibilities within the group and work well as a team to promote satisfactory outcomes for children. Staff support children well during activities and allow them time and space to initiate their play.

The leadership and management of the setting is satisfactory. Staff work well together as a committed team. They work closely with parents to maintain communication in different ways. Planning is shared and understood by the staff team. Staff have secure understanding of the Foundation stage and plan interesting activities for the children. However, there is no differentiation in the planning of activities for the younger children. Staff do not use observations of the children to plan for the next step in their learning. Staff make use of long and short term planning to help guide sessions and set learning intentions. However, activities are not evaluated to ensure that the learning intentions are achieved.

Parents are kept informed about their children's achievements through daily contact with key workers. However, they do not have opportunities to meet formally with staff to discuss their children's written progress reports and to contribute in planning the next step in their learning.

Children's care and welfare are safeguarded by relevant documentation. Policies and procedures ensures that staff are clear about their roles and responsibilities. However, parents have not provided written permission for seeking medical emergency treatment. Risk assessments are not carried out formally or recorded to promote children's safety. This means that children's welfare is not fully promoted. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, the setting was required to develop practises for working in partnership with parents, develop snack times to encourage healthy eating and to enhance activities to include a broad range of activities to support children's development at all times. Children benefit from the good relationships between staff and parents as their individual needs are well met. Parents are kept informed about events and themes through regular news letters.

They are encouraged to become involved in the nursery for example, by participating in festival celebrations. Children enjoy a variety of healthy snacks such as, raisins, bananas, oranges and cucumber slices. Staff plan interesting and stimulating activities that support and promote children's learning and development.

The setting was required to enhance resources which reflect positive images of culture, ethnicity, gender and disability; keep records of staff attendance and perform regular fire evacuation drills. Children enjoy activities and resources which promote a positive view of the wider world such as, dolls, jigsaw puzzles and books. A daily attendance register for staff is maintained. This means that children's welfare is promoted. Children's safety is promoted because regular fire drill practices are carried out.

The setting was required to: update the policy on the exclusion of sick children; meet minimum staffing ratios for children under three years; devise a written policy on special needs; and update child protection policy to include the procedure to be followed in the event of an allegation being made against a member of staff. Children are protected from unnecessary illness because, a sick children's policy is in place. Children do not attend if they are contagious. Children's safety and welfare is well met because the setting meets the staffing ratio. Children are fully integrated within the setting because the setting has a written policy on special needs. Two staff members are currently attending special educational needs training. The setting has updated the child protection policy, which includes if an allegation is made against a member of staff. This means that children are safe from harm.

The setting was required to develop staff knowledge of the stepping stones to ensure they offer activities, resources and questioning techniques which meet the needs of the children, and use observations of what children know and can do to identify the next steps in individual learning. Children benefit from staff knowledge of the stepping stones. Staff plan activities to promote children's learning towards the Foundation stage. Staff have gained some questioning technique skills, but is aware that this is an area that continues to need further improvement. Although, staff are beginning to carry out observations of the children, they are not yet using the observations to inform planning.

The setting was required to improve the programme for knowledge and understanding of the world to ensure children are able to explore, investigate, design and construct, and encourage them to write for a variety of purposes. Children are studying living things such as, mini beasts, they observe worms and hedgehogs during outdoor play. They have good opportunities to build and construct. Children write for variety of purposes for example, they make shopping list during role play in the supermarket.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. 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.

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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):

- ensure that activities are planned to meet the needs of the younger children
- ensure that risk assessment are carried out formally and recorded
- ensure parents provide written permission for seeking medical emergency treatment.

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):

- ensure that activities are evaluated to ensure that the learning intentions are achieved
- ensure that staff use their observations of the children to inform planning
- provide opportunities for parents to be meet with staff formally to discuss their children's written progress reports and to be involved in planning the next step in their children's learning

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