

# Hopscotch Day Nursery Ltd

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY368642
<b>Inspection date</b>	24 June 2008
<b>Inspector</b>	Judith Reed
<b>Setting Address</b>	The Stables, Little Abshot Road, FAREHAM, Hampshire, PO14 4LN
<b>Telephone number</b>	01489 5577300
<b>E-mail</b>	
<b>Registered person</b>	Encore Day Nurseries Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 Day Nursery is one of two nurseries run by Encore Day Nurseries Ltd. It opened early in 2008 and operates from converted premises in Titchfield Common, Fareham. A maximum of 75 children may attend the nursery at one time. The nursery is open each weekday from 7:30 to 18:30 all year around. All children share access to a secure outside play area.

There are currently 48 children aged from birth to under five years on roll. Of these, 10 children receive funding for early education.

There are currently eight members of staff working with the children, and of these six have suitable early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children benefit from the well planned range of healthy and nutritious meals which are prepared for them. The cook is knowledgeable regarding healthy eating and uses her skills to prepare meals, cakes and scones from scratch. All staff are fully aware of children's dietary needs and the cook has prepared a folder of information to ensure personal requirements are known to all who prepare and serve food. Children relish the food they are offered. Staff serve their individual plates from serving dishes. Children enjoy second helpings of spaghetti bolognese with sweet corn and peas. They eat with staff in a sociable group. Staff talk about healthy food and eating with the children. Children have an afternoon tea of cheese scones, vegetable crudités and Victoria sponge cake. Most children enthusiastically eat the vegetables and enjoy the crispy crunch of the carrot sticks and peppers.

Children are healthy as the staff ensure cleanliness procedures are followed. Children are accompanied to wash their hands before having snacks or meals. They are also gently reminded to wash their hands after using the toilet. Staff carefully clean tables before meals and snacks are served. Suitable nappy changing procedures are in place and staff ensure they wear aprons and gloves to prevent cross infection. All necessary documentation regarding accidents and medication administration is in place and remains confidential. Staff are trained in first aid matters.

Children enjoy regular opportunities for physical play outside in the garden. They take turns to ride tricycles around the pathway and skilfully turn around in small spaces. Children move around the garden freely exploring the area and observing the wildlife. They play in the water tray, splashing each other and experimenting with the equipment. Staff take various activities into the garden and some snacks are enjoyed picnic style.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children enter the nursery, with their parents, through the accessible lobby. They are taken through locked doors to the appropriate room. Pre-school children use one side of the ground floor and have a play room and spacious conservatory area. They use low level toilets and wash hand basins which can be accessed at any time. The toddler areas to the other side of the ground floor are accessed via a few steps. Once again children have suitable toilet and hand washing facilities. Younger children use the upstairs rooms. A sleep room, baby room and large play room are available, together with a nappy changing area and small kitchen. Children do not access the office, kitchen and staff areas. They use the well fenced and secure garden. Further developments are planned outside.

Children are secure within the nursery. A video surveillance system is in place throughout the nursery and staff can see who is at the door through cameras. This ensures that staff know who is requesting entry to the nursery rooms before they come into the building. Management use the video footage as a training tool for staff, as well as to ensure parents are confident their children are well protected. Sleeping babies are observed regularly and staff successfully use an alarm timer to remind themselves to check every ten minutes. Fire evacuation is practised and staff and children are familiar with procedures. Children are safe within the nursery building, however, staff do not carry out visual risk assessments of the garden before using the garden.

Children may be at risk from unsuitable items in the garden, however, staff are aware this is an area for improvement and have taken steps to remedy the situation.

Children enjoy the range of suitable equipment and toys. The management provide appropriately sized tables and chairs within each section of the nursery. Children help themselves to toys from low level storage units. Staff ensure toys are suitable and safe for those children present. They clean the toys regularly.

Children are safeguarded by the whole staff team who are fully aware of their professional duty regarding child protection procedures. Management and staff work closely with outside agencies when necessary and ensure full confidentiality at all times.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children and parents are individually welcomed into the nursery reception by staff. Staff often accompany the parents and children to their own rooms. Staff get to know children well and have a close relationship with them. Young children are encouraged to talk about things that happened over the weekend. Staff listen attentively and ask questions, increasing children's self esteem. A group of children sing a 'Hello song' together, greeting each other by name. Later they re-enact the song 'Ten in a bed' while looking at a book and singing along with a member of staff. Planning in the toddler's room is clear and shows links to the Birth to three matters framework. Some planning is in place for the very young children, however it is not always up to date. Children, aged two years, join in a painting activity. They enjoy the experience of having their hands painted by a member of staff and making prints on a sheet of paper. When the member of staff is called away to attend to another child, the children paint their own hands, continuing the printing activity. Children also ask staff to draw around their hands and practise mark making with crayons. Staff are aware of the children's individual stages of development and encourage their learning. They chatter and blow raspberries or repeat their sounds for babies to encourage their speech and language development. Staff are positive role models for all the children and encourage their development.

Nursery education.

The quality of teaching and learning is satisfactory. Staff know the children well and are familiar with their developmental stages. The planning is currently evolving and staff are beginning use children's choices as their guide for development. However, children's personal records of achievement are not up to date and observations are not dated. Children are learning and developing, although this progress is not noted in developmental records. Records of achievement are not used as a guide for future planning. Evaluation of the planning is inconsistent and is not currently used to lead future planning.

Children are questioned by the staff and made to think. They talk about the activities they did last week. They have fun and staff are able to be spontaneous and move activities outside when the weather is suitable. Children are confident to talk in small groups. They take turns to greet each other around the circle. Children sing along with a welcome song and beat the rhythm on a drum. They build tracks with a wooden train track and move the trains around. Children also create pictures with crayons. They proudly show staff that they have drawn their families.

Children listen to a story. Staff ask the children to spot different characters and ensure children remain interested in the story. They make marks with crayons and tell staff they have written

their names. Children also choose their own books from the range available and look at them with their friends. They pretend to read to each other turning the pages as they go through the story. Children's maths skills are developing. They join in games of number Dominoes and count the number of dots showing. Children also name the shapes shown on cards during circle time. They are familiar with circles, squares, triangles, rectangles and diamonds. When children spot the star shape they say it reminds them of the 'Twinkle Twinkle' song. They begin to understand mathematical language such as beside, behind, and underneath.

Children's knowledge and understanding of the world is developing. They enjoy gardening activities and watching their plants grow. They care for them and water them as necessary, observing which one is the tallest. Children search the garden for items to match up with 'colour cards'. They receive lots of praise and encouragement for finding a sun hat to match the yellow card, a sand toy to match the red toy and a flower pot to match the orange card. Children have no opportunity for using information technology or programmable toys at the current time.

### **Helping children make a positive contribution**

The provision is satisfactory.

Spiritual, moral, social and cultural development is fostered. Children use some toys which reflect diversity including small world people and books. The children enjoy the opportunity to taste foods from around the world as part of the well planned menu. Pictures and posters around the setting include children from a range of cultures.

Children's behaviour is generally good. Children of all ages are invited to join in tidying away the toys and a member of staff offers children an appropriate challenge by asking if they can collect all the bricks before she returns from checking the baby. Children are motivated to join in and help. Staff praise and encourage the children throughout their activities and this helps children to be proud of their achievements. The pre-school children are rewarded for good work and helping with small stickers.

Although the staff team has some knowledge of learning difficulties and disabilities there is currently no named special educational needs co-ordinator in place. Staff training is not up to date in this area.

Children benefit from the familiar relationship between their parents and the staff. Parents are welcomed into the nursery at the beginning and end of the day. They are able to have a brief word with senior staff, when required, before going through to their child's base room. Children's key workers complete daily record sheets for parents which are stored in their personal record folders. These sheets give useful information about food consumed, nappy changes and sleep times. They also include potty training and development information. All necessary paperwork is completed by parents.

Partnership with parents in receipt of nursery education is satisfactory. Parents complete a questionnaire when their children commence to enable staff to find the starting points for their development. Parents are invited in to formally discuss their children's progress twice a year. Parents state that they receive letters informing them of the themes planned and asking for items to be brought in from home. They have some awareness of the Foundation Stage curriculum.

## **Organisation**

The organisation is satisfactory.

Children are cared for by a suitably trained staff team. The manager and owner ensure suitable recruitment procedures are followed when appointing new staff and all necessary checks are completed. Staff are deployed around the nursery as required. The setting meets the needs of the range of children for whom it provides. Visitors and staff are registered in and out of the building. Registers for children are held in the room with the children. These registers are not correct at all times and therefore children are at risk in an emergency. Management ensure all personal documentation is stored confidentially, although it is available if required.

Leadership and management is good. The manager holds regular staff meetings every month and room leader meetings are held in between. The manager talks to individual staff members as necessary. The manager and room leaders carry out room audits as an evaluation of practice. This is a useful process and helps develop procedures and improve the care of the children. The management team continually strive to improve the facilities and activities available for the children. As the nursery evolves further improvements are planned to the outdoor play facilities including a soft play surface for use during all weathers. The whole team ensure children are secure within the building and they work hard to build a sound working relationship with parents. The manager is aware of the weakness in the planning and assessment of nursery education and she is helping develop and support the changes, together with the room leader.

## **Improvements since the last inspection**

Not applicable.

## **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.

## **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 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 registers of attendance are up to date and accurate at all times

- ensure a risk assessment is made of the garden before children go outside
- appoint a trained special educational needs co-ordinator

### **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 children's assessment records reflect children's capabilities and are used to inform the planning which is meaningful to staff and successfully promotes all children's progress through the stepping stones
- find ways of increasing children's opportunities to use everyday technology

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](http://www.ofsted.gov.uk)