

# Hopscotch Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY359727
<b>Inspection date</b>	25 April 2008
<b>Inspector</b>	Sue Vernon
<b>Setting Address</b>	98 Wellsway, BATH, Avon, BA2 4SD
<b>Telephone number</b>	01225 448 191
<b>E-mail</b>	
<b>Registered person</b>	Lucy Yeandle
<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 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 Day Nursery was registered with the current private owner in 2007. Hopscotch Day Nursery operates from a large ground floor hall with associated facilities set back from a main road into Bath. There is an enclosed garden area for outdoor play. Children also have access to the neighbouring tennis courts. The nursery is open from 8.00 to 18.00 all year round, except for Christmas week, with children attending both full time or on a sessional basis. Registration is for a maximum of 26 children aged from one to five years, with a maximum of four children under two at any one time. There are currently 49 children on roll, of these 23 receive funding for nursery education. The nursery supports children with learning difficulties and/or disabilities.

The qualified nursery owner currently employs three staff, two of whom are qualified in early years, with one other working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's wellbeing is effectively supported by the group's support for promoting healthy eating. A good selection of fresh fruit is offered at each snack time and children are encouraged to try new tastes. They try carrot sticks, rice cakes and dried fruit, such as apricots. A main meal is offered each day which includes fresh local vegetables and information about any special dietary needs is sought from parents. The group then works carefully with parents in order to provide suitable food which ensures parents and children feel supported. Menus are displayed which ensures parents are aware of what is offered. Children have access to regular drinks of water and milk.

Good routines are in place in order to support good hygiene practices. Children know how to support good hygiene within the daily routines as they wash and dry their hands regularly, for example before eating and after using the toilet. Children learn about hygiene as staff explain why they wash their hands 'to prevent tummy upsets'. Staff also follow effective practices which protect both themselves and children as they use gloves and aprons when changing nappies. A clear policy about sickness is shared with parents, which helps them understand why infectious children cannot be accepted. This helps reduce the chance of cross-infection. Staff are suitably qualified in first aid and appropriate, clear records regarding any accidents or medication are in place and shared with parents. This builds continuity of care.

Children's health is supported by sessions of physical play which are offered at least twice a day in the enclosed garden play area. Children enjoy opportunities for developing their muscles as they peddle tricycles and scooters or hop and jump through an obstacle course of hoops and skittles. Staff plan treasure hunts as well as encouraging children to appreciate the natural world as they plant bulbs and flowers. Physical play indoors is offered through musical tapes and parachute games which encourage healthy exercise.

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

The provision is good.

Children are cared for in a safe and welcoming environment where potential hazards have been assessed and effectively minimised. Good safety systems support children's safety. For example, door security is carefully monitored and a record of visitors is maintained. Clear risk assessments are in place and daily checks before children arrive ensure that both the indoor and outdoor environment are safe and suitable. Fire safety issues have been addressed well. Children learn about fire evacuation procedures through discussions and regular practices. Appropriate equipment, such as fire extinguishers and a fire blanket are in place which supports a safe environment.

The nursery environment is safe and welcoming for both children and parents alike. Clear information about the nursery and their routines are displayed well and children's work is attractively shown, which helps children feel valued. The different areas of the nursery are well prepared before children arrive. For example, tables are set out with art resources and construction kits are set out on the carpet, which attracts children into play smoothly as they arrive. Children's care needs are well supported in advance, for example, travel cots are prepared ready with individual sheets and water jugs and cups are set out for drinks. Children are attracted to the wide range of toys and play equipment, which are safe and suitable for the different age

groups attending. For example, the bright, modern range of home corner equipment and toy shops encourage all ages to enjoy safe and imaginative play together.

Children's welfare is supported effectively by the staff's good understanding of child protection issues and the procedures to be followed if any concerns arise. A clear policy is in place and is shared with parents, which develops their understanding of the group's procedures.

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

The provision is good.

Children are keen to enter and are happy and settled during their time in the nursery. They are interested in the play opportunities as staff plan in advance and prepare toys to greet them. A key worker system is in place and this helps staff get to know parents and children well. Good relationships are built between the staff team and the children who enthusiastically join in the daily activities. Children relate well to the members of staff and happily share the fun as they enjoy singing action songs or home play with dressing-up. A good range of suitable play opportunities is offered for the different ages attending, for example, with younger children enjoying simple construction whilst older children build a marble run. All children enjoy exploring painting opportunities and sharing social time together at snack and meal times. Children's work is praised and displayed around the nursery, which builds their self-esteem well.

### **Nursery Education.**

The quality of teaching and learning is satisfactory. Staff have a generally good understanding of the Foundation Stage and the stepping stones and use it to plan the range of activities for funded children. Staff use open questions with the children such as 'what happens next?' as they look at tadpoles, which prompts their thinking and learning. Observations on children's learning are made and staff link these into children's progress records. However, these are not fully used consistently to effectively monitor children's progress through the stepping stones.

Children are confident and enjoy learning through play, as staff work with them and encourage their efforts. Children develop independence as they make choices in their play or pass around plates at meal times. Children relish the small responsibilities involved in being the day's special helper, such as counting the number of children present and selecting the date for displaying on the calendar. They confidently contribute at circle time, for example, they comment about their family outings. They use language confidently, for example, as they describe different characteristics of dinosaurs. Whilst some opportunities are offered for mark making within play activities these are not consistent. Children enjoy finding their name cards when they are displayed on the lunch table. Children learn about linking letters to phonics through some planned sessions, however, opportunities are not promoted within daily play.

Children enjoy counting opportunities, such as at circle time when they count children attending and select the numbers for showing the day's date. They learn about shapes, colours and quantity as they sort small toys into matching sets, however, opportunities for using mathematics for problem solving or calculating are limited. Children learn simple mathematical language as they fill and empty buckets during sand and water play. The wonder of the natural world is introduced as children enthusiastically look at changes in the tadpoles or learn about the life cycle of butterflies. They enjoy discussing the group's pet hamster and its needs with the staff as they hold it and feed it. Children learn about their community, for example, with visits by a school crossing or 'lollipop man' and also guide dogs with their trainers. Topics on different festivals, such as Chinese New Year, when they tried cooking different food and using chopsticks

help children learn about different cultures. Learning simple French words during planned sessions and toy resources such as puzzles and play people help children learn about other countries and the value of diversity.

Children learn about changes, for example, as they mix ingredients for cooking their own pizzas or playing with melting ice cubes in the water trays. Children develop their understanding about the value of technology as they use the computer mouse to play simple games. Children enjoy exploring rhythm as they sing familiar actions songs and rhymes. They explore different textures as they play with play dough, wet and dry sand, paint or shaving foam on tables. They have opportunities for using tools as they roll and cut play dough or fix construction sets together. They enjoy imaginative play as they 'shop' in the home corner or dress-up, for example, in police uniforms or princess outfits. Children enjoy different creative play, such as painting butterfly mirror pictures, although chances for extended creative play are limited. They learn about colours as they choose different paints for their pictures, or match sets of small toy animals onto different coloured mats.

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

The provision is good.

The nursery has good settling-in routines for new parents and children, which ensures that each child's individual needs are known and supported. For example, toddler's sleep routines are respected and any special dietary needs are planned for. This ensures parents are respected and feel secure. Parents receive a warm welcome and receive clear feedback on their child's experience in a variety of ways including discussions, written daily information sheets, displays and newsletters. Information on policies and procedures is offered to parents as well as folders with more detailed information which are displayed. This helps parents understand routines and build consistency of care.

Children are encouraged to learn good behaviour through the staff team offering consistent praise and encouragement. Children respond well to their warm comments and want to be chosen as the daily 'special helper' who helps with small jobs. This builds their self-esteem well. Children behave well and enjoy working together, for example, as they tidy toys away. Staff praise children as they remember good manners, for example, saying 'please' and 'thank-you' as food is shared. Children's spiritual, moral, social and cultural is fostered. Children develop awareness of their own and other cultures as they discuss family events and enjoy play activities within topics about festivals such as Chinese New Year. A range of resources such as play figures, dolls and puzzles help children learn the value of diversity though the range of books showing differences is not extensive.

The partnership with parents is satisfactory. The parents of funded children receive general information about the learning curriculum in their brochure and simple information about planning is displayed. Parents are aware of the key worker system and know they can access their child's record books at any time.

### **Organisation**

The organisation is good.

Effective recruitment and employment procedures are in place for ensuring staff working with children are appropriately cleared. The nursery owner's support for on-going training ensures that staff continue to develop their skills through both recognised early years courses as well as workshops. Staff ratios are met and staff hold first aid qualifications. Use of the nursery is

pre-planned in order to meet the play and care needs of the children attending. For example, cots with individual sheets are ready for toddlers sleep times and toys are set out ready before children arrive. The room is set out well to provide a good range of play opportunities, such as art and craft activities and home play with wooden play shops and dressing-up areas. Policies and procedures are in place and are shared with new staff during their induction, which builds good awareness of routines and supports the effective development of the staff team.

Leadership and management are satisfactory. Children receiving a funded nursery place benefit from the owner's commitment to supporting staff training, for example as they attend training about planning and delivering the curriculum. The owner ensures staff are given allocated time for planning and contributing to children's progress records, although not all areas for development have been identified or children's next stage learning needs linked back into planning. The setting meets the needs of the range of children for whom they provide.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration 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 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):

- extend the range of story books for all ages that promote diversity

#### **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):

- extend the planning, evaluation, observations and record keeping systems to ensure all children are consistently challenged and moved through the learning programme
- extend opportunities for providing extensive creative play, mark making for a purpose, linking letters to phonics and using mathematics for calculating and problem solving.

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)