

Hopscotch Day Nursery

Inspection report for early years provision

Unique Reference Number	EY365165
Inspection date	26 June 2008
Inspector	Nicola Jayne Pascoe
Setting Address	Bodriggy Street, Hayle, Cornwall, TR27 4ND
Telephone number	01736 755600
E-mail	
Registered person	Hopscotch Day Nursery
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 good.

WHAT SORT OF SETTING IS IT?

Hopscotch Day Nursery has been registered since 2007 and operates in the former Bodriggy School building in Hayle, Cornwall. It forms part of Hayle Children's Centre. Children have use of three playrooms and these are divided loosely into age groups: birth to two years, two to three-year-olds and three to five-year-olds. The nursery also provides before and after school care for children up to the age of eight. Children have access to two garden areas within the nursery and the children's centre garden, which they use under close supervision.

The nursery is open from 08:00 to 18:00 Monday to Friday, all year and is closed for bank holidays. The setting is registered to care for up to 63 children aged from birth to eight years old.

There are currently 110 children aged from three months to under eight years on roll. Of these 50 children receive funding for nursery education. Children come from the a wide catchment area. The nursery currently supports a number of children with learning difficulties/disabilities.

A staff of 17 currently work in the provision, 16 of whom are qualified to NVQ level 2 or 3. A member of staff is currently working towards a childcare qualification. The group receives the support of family services.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children and babies benefit from the nursery's established health and hygiene procedures, which ensures that they have use of clean and hygienic premises, resources and equipment. Babies hands and faces are washed as and when required and older children independently wash their own hands following use of the toilet or messy play and before eating. They use individual paper towels for hand drying to avoid the risk of cross-infection. Babies nappies are changed as necessary and are disposed of hygienically. Most staff have completed paediatric first aid training and accident records show that any injured children are cared for sensitively. Accident records are shared appropriately with parents and carers. Appropriate medication administration records are in use and are shared and countersigned by parents or carers at the end of each day. However, written parental permission to administer medication has not been obtained.

Children and babies benefit from daily use of the outdoors for play, exploration, fresh air and physical exercise. They enjoy constructing with large cardboard boxes, using the climbing equipment, planting and growing and role play outdoors. They wear appropriate protective clothing for the weather. They have sufficient levels of space indoors to move freely, construct and build and use small tools and equipment. Children and babies have free access to fresh drinking water throughout the day and plenty of fresh fruit and bread sticks at snack time. Meals are healthy and nutritious and are cooked in a clean and hygienic kitchen. Staff responsible for food preparation hold a basic food hygiene certificate. Children and babies enjoy social meal times and receive sufficient amounts of food for their individual needs. Children and babies who are tired can rest and sleep in comfortable and safe areas, in cots, on soft mattresses or on soft sofas. Individual bedding is provided and sleeping babies and children are checked on regularly by staff.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure nursery building. Staff demonstrate a good understanding of the importance of providing children and babies with age appropriate toys, resources and equipment. Suitable written risk assessments are in place and the registered person re-visits them on a regular basis with staff to re-evaluate safety procedures. Daily visual checks are completed on the premises and equipment prior to children arriving. Children and babies are appropriately supervised at all times, both indoors and out. All staff practise the fire evacuation procedures with children and babies on a regular basis, in order to develop their confidence and familiarity. A record of fire drills is kept for monitoring and evaluation purposes.

Nursery rooms are spacious and clutter-free to enable children and babies to move in safety, without the risk of trips or falls. The premises are kept secure and visitors to the nursery are monitored by the registered person. Age appropriate safety equipment is used within the nursery. For example, safety gates prevent children and babies accessing unsuitable areas and low-chairs with restraints are provided for babies at meal times. Toys are stored safely in open

boxes or on low shelving to effectively enable children and babies to access these resources freely, as and when they wish. A good range of written safety procedures are in place. Staff demonstrate a familiarity with the local safeguarding procedures and children are released to authorised persons only.

Helping children achieve well and enjoy what they do

The provision is good.

Children and babies enjoy free access to a wide selection of interesting, enjoyable and age appropriate toys, resources and equipment. They are busy and occupied in worthwhile and purposeful play both indoors and out. They explore and investigate a range of mediums such as sand, water and a selection of natural objects. They paint, manipulate dough and engage in role-play, singing sessions and story time. Toddlers make their own toys with plastic bottles filled with coloured water, glitter and pom-poms.

Babies and children benefit from following a familiar daily routine which meets their individual needs. They have set meal and snack times, regular opportunities to play outdoors and times to be active or rest and relax. They engage in both planned activities and child-initiated play. Adults working with children interact and support them well. All babies and children particularly enjoy the opportunity to explore the fire engine, which is visiting the Children's Centre.

Nursery education.

The quality of teaching and learning is good. Staff are confident in their knowledge of the early learning goals and provide suitable opportunities for children to explore all areas of learning through planned activities. However, the systems in place to ensure opportunities are provided for children to make progress, do not demonstrate a clear cycle of observation, assessment and planning. For example, children's individual next steps for learning are not identified, recorded and linked to future planned activities. Staff are skilful in their use of appropriate methods of teaching, providing activities and resources which truly interest children. For example, they provide opportunities for children to develop their imaginative skills using large cardboard boxes to build and construct and they recognise that children enjoy sensory play and have provided giant sheets of 'bubble-wrap' for children's free play outdoors.

Children express themselves creatively through painting, singing and role-play. They particularly enjoy initiating role-play with their friends in the recently constructed Doctor Who 'tardis'. Although children enjoy regular planned opportunities to develop their mark making and numeracy skills, they do not benefit from daily routine opportunities to use these skills purposefully. For example to communicate with others during self-registration or to problem solve when sharing out fruit at snack time. Adults provide children with high levels of support and encouragement, they interact well and provide a good selection of tools and materials. Children are skilful in their use of computer equipment, which they are able to freely access to enjoy age appropriate and purposeful computer programmes. They manipulate the play-dough into shapes using a selection of tools and cutters. They share, take turns and are generally well-behaved. They are developing an awareness of the accepted codes of conduct of the setting, show respect for one another and are able to negotiate and cooperate during small group activities.

Helping children make a positive contribution

The provision is good.

Children and babies benefit from close and trusting relationships with adults, in particular their designated key person, who uses their knowledge of children's preferences, abilities and interests to settle them into the setting. Attractive visual aids which depict the range of people within the local community and wider world are prominently displayed around the nursery rooms. Children have use of resources which positively promote an awareness and understanding of people's differences. The registered person ensures that the nursery offers an inclusive environment where all children are fully included and their individualities are identified, respected and met appropriately.

Children follow the examples set by adults, who are good role models and promote good standards of behaviour through age appropriate and effective methods of behaviour management, such as discussion, distraction and explanation. As a result, children and babies are learning to share, take turns, negotiate and display good table manners. The partnership with parents and carers is good. High levels of verbal information sharing takes place between staff and parents or carers on a daily basis. A range of written daily records are kept by key persons to share information regarding the care of babies with their parents or carer. Newsletters and notice boards display additional information. Children with learning difficulties and/or disabilities are cared for appropriately and receive appropriate levels of support. Confidentiality is respected and maintained. Parents and carers are encouraged to be actively involved in children's learning and attend regular meetings with their child's key person to discuss and celebrate children's achievements. Social, moral, spiritual and cultural development is fostered.

Organisation

The organisation is good.

Children and babies are cared for in a well-organised nursery, where there are safe and suitable areas for children to rest and play. The registered person has developed good procedures to recruit and induct new staff and carries out regular staff appraisals, which are used to monitor and evaluate the effectiveness of the nursery provision and to identify future staff training. There are good procedures in place to ensure that persons working with children are checked for suitability. All staff working with children demonstrate confidence and competence in their ability to provide high standards of care and are well supported by the registered person. As a result, children and babies are happy, settled and content and the nursery promotes a family atmosphere. Although practitioners show a high level of commitment to the promotion of an inclusive nursery environment in which every child matters, there is a lack of specific planning for older children attending the out of school sessions.

Leadership and management are good. The registered person is committed to providing children with high standards of nursery education. She works closely with her husband, who is a partner in the business and who also works with the children. They both liaise closely with the local Children's Centre and the local authority, from whom they actively seek and welcome advice and support. They are also developing close working relationships with the local schools, in order to ensure that children benefit from a smooth transition period. Nursery documentation is stored securely, updated regularly and shared appropriately with parents and carers. Registration systems show the exact times of arrival and departure of the children attending. The policies and procedures are clearly displayed in the entrance foyer. Overall the nursery 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

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 good.

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 written parental consent is obtained for the administration of medication
- further develop the provision for older children attending

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):

- make useful observations to identify appropriate next steps for children's learning, which are directly linked to future planned activities, therefore effectively ensuring the cycle of observation, assessment and planning
- provide daily routine opportunities for children to develop their numeracy and literacy skills.

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