

# Hopscotch Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY362191
<b>Inspection date</b>	18/02/2009
<b>Inspector</b>	Patricia Ann Edward

<b>Setting address</b>	16 Avenue Road, Belmont, Sutton, Surrey, SM2 6JD
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<b>Type of setting</b>	Childcare on non-domestic premises
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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Hopscotch Day Nursery is privately owned. It opened in 2008, however it has been established since 1990. It operates from a converted building with three playrooms, an office, kitchen, toilet area and separate soft play room, located in the London borough of Sutton. There is also a secure outside play area.

The nursery is registered to provide full day care for 30 children aged from one year to under five years. There are currently 46 children attending who are within the Early Years Foundation Stage (EYFS) years. This provision is registered by Ofsted on the Early Years Register and the Childcare register. The nursery opens five days a week all year round and is open from 08:00 to 18:00.

The nursery employs eight staff to work with the children. Of these, six staff hold appropriate early years qualifications and two is working towards a qualification. The nursery receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

## Overall effectiveness of the early years provision

The nursery promotes most aspects of the children's welfare appropriately, ensuring that they are safe and secure, feel included and are able to make a positive contribution. They access an appropriate balance of exercise and healthy eating and they are appropriately engaged in a varied range of learning experiences. However, there are limited opportunities for some children to explore natural and recycled resources and to become interested in the natural world during outdoor play. There is a professional working partnership with parents, who are kept well informed of all issues relating to their children's welfare. However parents are not informed of children's next steps for learning and development, so and learning can be reinforced in the homes.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop staff team knowledge of the Early Years Foundation Stage
- ensure partnership with new parents and other settings where children have attended other settings to ascertain starting points
- use observations to further extend individual learning opportunities for individual children to enable them to make as much progress as they can in all areas of learning, these should be shared with parents
- improve the quality of learning experiences for children outdoors to reflect the nursery provision inside
- ensure systems for recording medication are confidential
- make training wire from jungle rooms PC screen safe or inaccessible

## **The leadership and management of the early years provision**

The nursery has relevant and informed policies and procedures which management review with staff and these are shared with parents and carers. Children are well protected through the management and staff's knowledge and understanding of safeguarding procedures. Children are protected from unauthorised people entering the building through the appropriate security system. The recruitment and selection process for the suitability of staff is effective in promoting children's ongoing welfare and safety. There are links established with other support agencies working with the children who have additional needs and this promotes a shared approach to children's ongoing learning and care needs. However, links with other settings that children attend are not developed and fail to ensure effective continuity of the learning programme. Records are effectively maintained to help to ensure individual children's welfare needs are protected. There are accident, incident and medication records in place, which contain the correct information. Although Medication records does not promote confidentiality.

Staff are fully supported to attend ongoing training. Staff are clearly focused on supporting children to progress to the best of their ability. However, many staff members have not completed Early Years Foundation Stage training. There has recently been a reorganisation of the staff within the room and they are beginning to work effectively as a team. The partnership with parents and carers is good and they are provided with detailed information about the setting and complete a settling-in period when their child starts the setting. Parents have regular information on their children's progress ,however, parents are not fully involved in supporting their children's learning and development. Parents are not informed of their children's next steps, which would enable them to continue their children's learning at home. This would ensure positive outcomes for children. The views of parents and carers are sought regularly and although mainly very positive, minor issues are acted upon quickly to improve the service provided to that particular parent and child.

Children are cared for in an appropriately organised, warm and welcoming environment. They are beginning to select resources and activities of their choice. For example, older children help themselves to appropriate toys from containers at floor level. Appropriate risk assessments cover the indoor and outdoor environment and outings. However, trailing wire from TV pose a risk to children. Effective arrangements are made regarding all areas of children's safety. Safeguarding procedures are in place and all staff are aware of their responsibilities and roles in relation to keeping children safe within the nursery environment and when on outings. Risk assessments are completed on a regular basis and take account of all activities and areas that children access. The responsible person for child protection is secure in her role and attends training to update her knowledge and understanding of local reporting procedures.

## **The quality and standards of the early years provision**

A warm welcoming atmosphere is present in all three nursery group rooms. Children separate from their parents and carers happily and settle into morning activities. They are appropriately supported and they make satisfactory progress towards the early learning goals. They participate in planned activities in a safe environment and remain involved in purposeful play. They enjoy a balance of activities, which enables them to be creative and think logically, to solve problems through child-led initiatives. Their physical skills are developing well, through access to soft play area and outdoor play. However, the exploration of outdoor play experiences is not planned for, therefore children's opportunities to access maximum learning is reduced. During creative activities, the children quickly become involved in painting, they eagerly explore the texture of the paint, making patterns on paper and discovering what happens to colours when they are mixed. They enjoy playing in small groups in the home corner area and have access to a well resourced area. For example, children pretend to visit the shops.

Children's health is well supported as children are keen to develop their personal care needs, through washing their hands and brushing their teeth before and after meals. Staff care for children appropriately if they become ill and measures used to prevent the spread of infection further promote children's health. Children are provided with nutritious meals and snacks throughout the day, which develops their understanding of healthy eating. Younger children have access to a range of eye-catching toys and blossom in the close company of attentive staff who know their individual needs well. Older children enjoy looking at books with adults and can answer questions, for example, about the characters in the story. They follow the good example set by all staff who are fair and consistent in their expectations. Children are kind to each other, share well and take turns. Children enjoy singing a range of action songs and music and movement sessions.

New systems for planning and assessment have been introduced throughout to provide a consistent approach for all ages. An appropriate range of activities are planned for the children, and are cover most areas of learning. However, they are not based on the staff's knowledge of the children's interests and learning needs. Children's achievements are recorded in their 'learning journeys' and are shared with parents. Their next steps for learning are occasionally recorded, however, do they not cover all six areas of learning. Circle times focus on specific activities and promote confidence in speaking. They are encouraged to share personal experiences, such as family holidays to Greece and Spain.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration that required the provider to take any actions.

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.