

Hop Scotch Pre School

Inspection report for early years provision

Unique reference number

EY331406

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Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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).

Description of the setting

Hopscotch Pre-school opened in 2006 and operates within Cambridge Primary School in Barrow In Furness. It is run by a voluntary committee. A maximum of 16 children aged two to five years may attend the setting at any one time. The pre-school is on the Early Years Register. There are currently 20 children on roll of which five are in receipt of funding for nursery education. The pre-school is open from 11.30 to 12.45 and from 12.45 to 15.15 each weekday during school terms only.

The pre-school serves the local community and children who attend the school's nursery. The group supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

There are four members of staff, including the manager and three part-time assistants. The manager and two assistants hold an appropriate level three qualification.

Overall effectiveness of the early years provision

This friendly and caring pre-school has improved well since it was last inspected and is well placed to continue to develop. Inclusion is good because staff work closely with other agencies to provide support for children with English as an additional language and those with a learning difficulty/and or disability. Self-evaluation procedures are good because the views of parents, staff, and children successfully contribute to future planning. The needs of all children are met well.

What steps need to be taken to improve provision further?

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

- further develop systems to evaluate the full range of provision
- explore ways to enrich children's outdoor play in a variety of weathers.

The leadership and management of the early years provision

The pre-school is run well by committed staff and a strong committee. The manager and committee discuss its future regularly including future training needs. They take into account the views of parents and staff, although there are no systematic ways to evaluate all aspects of provision and match to best practise. Staff are appropriately trained and are well informed on the Early Years Foundation Stage (EYFS) requirements and guidance.

Hop Scotch provides an environment where children feel secure and cared for. The safety issues from the last inspection have been suitably addressed. Children now practise the emergency evacuation procedure regularly and cleaning chemicals are

stored safely. There are robust procedures for keeping children safe and ensuring staff and volunteers are suitable people to work with them. Risk assessments are carried out regularly.

Relationships with parents and others are good. Parents are kept well informed through regular newsletters, a current information board, and frequent discussions with the children's key person. All policies, including complaints procedures, are readily available to parents. The pre-school receives good support from the school in which it is based through sharing of resources and skills and transition to the nursery class is effective. Good links with specialist agencies helps children with disabilities and those with English as an additional language make good progress towards the early learning goals.

The quality and standards of the early years provision

Children's welfare is promoted effectively. They develop good relationships with staff and their key person which helps their emotional well-being. Children behave well and play safely. They are happy and make good progress in all areas of learning. Staff assess children's ability as soon as they start, making good use of information from parents. Staff observe children and respond appropriately when planning activities. Effective systems are in place which tracks individual progress. Planning provides a good balance of child led activities and those led by adults. Children persevere at tasks and are engaged for good periods of time because activities are motivating and relevant. There are good opportunities for children to play alone and with others. Staff skilfully encourage children to join in and try new activities. For example, they work alongside them and join in their play. They model new ideas and ask questions to encourage greater understanding. Resources are available over several days so children become familiar with them and develop their play before new resources are introduced providing further challenge.

Children's early literacy and numeracy skills are promoted well through drawing, tracing, threading, and counting games. They learn to recognise their names through the self-registration system. A variety of tasks stimulates creative interest including painting, modelling, and making music. Activities are linked by themes such as 'autumn' and 'myself' which make learning relevant. Good use is made of nursery rhymes, action songs, and traditional stories to develop children's knowledge and understanding of the world and skills. For example, staff help children to understand the consequences of their actions and be patient and tolerant of others. Stories are told well and children join in with enthusiasm. Resources such as puzzles and books promote cultural diversity.

Children are encouraged to follow a healthy lifestyle and have regular access to the large, safe outdoor area. They use a range of suitable resources although, there is little to support first hand experiences or encourage them to explore and use their senses in a variety of weather conditions. They enjoy healthy snacks such as fruit, toast, salad, and vegetables and have regular access to water and other healthy drinks.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

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 against this provision since the last inspection.

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.