

# Hopscotch Kids Club

Inspection report for early years provision

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**Unique reference number** EY373027  
**Inspection date** 07/01/2009  
**Inspector** Dawn Bonica Brown

**Setting address** Yeadon Westfield Infant School, Westfield Grove, Yeadon,  
LEEDS, LS19 7NQ

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 Kids Club was registered in 2008. It operates in the single storey, detached nursery school building on the site of Westfield Primary School in the Yeadon area of Leeds. The club is registered to care for children on the Early Years Register and the voluntary and compulsory parts of the Childcare register. The whole of the nursery school building is used for the out of school club and children have access to the school hall. The breakfast club operates in the reception class on the main school site and there is access to outdoor play in the school playground.

The setting is registered to care for 20 children on the Early Years and compulsory part of the Childcare Register. There are currently 50 children on roll of whom eight are on the Early Years Register and 12 are on the Childcare register.

The club is open between 07.30 and 09.00 and 15.00 and 18.00 during term time and 07.30 and 18.00 during school holidays. There are four members of staff working with the children, of whom two hold early years qualifications.

## Overall effectiveness of the early years provision

The needs of all children are routinely met because the setting recognises the uniqueness of each child and supports them to make progress in many areas of their learning and development. Children's welfare is promoted effectively in almost all areas through good record keeping and sound partnerships with other providers of care and education.

The setting has a satisfactory system of self evaluation, which includes consultation with children and parents and plans for the future are sufficiently well targeted to bring about further improvement to the provision and outcomes for children.

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

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

- ensure that observational assessments include information which supports planning to meet young children's individual needs
- ensure that children's profiles are kept up-to-date and that parents are aware of them
- review the policies and procedures to ensure that the special educational needs policy has regard to the SEN Code of Practise.

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

The setting maintains the records, policies and procedures required for the safe and efficient management of the Early Years Foundation Stage (EYFS) very well in almost all instances. For example, staff records are detailed and up-to-date with good records of training history. The suitability and qualifications of staff are well monitored and there is an on-going training programme to ensure that sufficient numbers of staff retain a current and relevant first aid certificate. However, the policy regarding the identification and support of children with additional learning needs or disabilities contains insufficient information to help staff retain a secure understanding of the procedures.

Children's welfare is given high priority; staff are highly trained in child protection and the policies are comprehensive, clear and include the appropriate contact details for reporting concerns. Written risk assessments are updated regularly and include good fire evacuation plans with frequent practises. Children receive a balanced and varied diet which introduces them to food from around the world such as, lychees, mangoes and dragon fruit. They look at food in different forms to help them make the links with where it comes from and how it is eaten. For example children investigate fresh ginger, before eating ginger biscuits.

Staff make use of a comments and suggestions book to monitor the provision and conduct self assessments. This forms part of their overall self evaluation procedures to identify targets for further improvements.

The setting demonstrates steady progress since the last inspection through the introduction of further resources to benefit children in the EYFS. These include a sofa, wooden musical instruments and abacus, an alphabet board and a dolls house. Effective links between the parents and school are maintained to promote the integration of care and education.

Parents are very happy with the service provided and express positive opinions of the setting with high praise for the quality of care, the activities provided and the approachability of staff. Any concerns are addressed promptly and children are highly involved in the activities on offer. Parents feel that the setting offers high quality provision, which is focused on the child and there are good links with the school so that children perform better. However, some parents are not made aware of their children's profiles and how they can make a contribution to their children's learning using the profiles.

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

Staff demonstrate a sound knowledge and understanding of children's learning and development and help children make good progress towards the early learning goals. For example, they make progress in communication, literacy and numeracy through everyday routines such as, learning the sequence of letters of the alphabet as they form a queue. Staff ask them to queue in the correct alphabetical

order for their names, using each letter of their name.

The learning environment is well organised because staff ensure that all areas are welcoming and inviting with a range of resources that are well laid out. Children in the EYFS find resources to suit their needs easily in the setting. For example, they engage in enjoyable play in the home corner, which includes whizzing around with the toy vacuum cleaner in their dressing up clothes. There are plenty of age appropriate resources for all children such as, play stations, computers and resources to attract the younger children so that no conflicts arise between the age groups.

Children are active learners in the setting. They engage in purposeful play and are involved in the planning process. Staff talk to children about activities they enjoy and want to repeat. Formal planning is linked to the school so that the setting can continue school projects that children find enjoyable, which may include festivals based on different countries. For example, the project based on China includes the Chinese New Year and the beliefs and customs of that country such as, their lucky number eight.

Staff maintain profiles which include observations of children in the EYFS. However, information from observations is not used effectively to ensure that children achieve as much as they can in relation to their starting points. For example, the profiles do not highlight their achievements or plan the next steps in their development.

Staff help children to behave in ways that are safe for themselves and others by monitoring their behaviour to ensure they think about the needs of others. Caring behaviour is acknowledged and rewarded effectively through a reward scheme that encourages children to work as a team to build up bonus points. At the end of the term the points earned are counted and the value goes towards a prize; the children are currently earning points for a dance mat.

The setting has established close links with school, especially regarding the school curriculum and children's behaviour. The after school provision works closely with school on behaviour management strategies and anti-bullying procedures.

## 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>	2
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>	2
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?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](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**

Since registration there have been no complaints made to Ofsted.

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.