

Hopscotch Day Nursery

Inspection report for early years provision

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Inspector Marilyn Joy

Setting address The Guard House, Mumby Road, Gosport, Hampshire,
PO12 1AB
Telephone number 0870 8508 284
Email
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).

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 opened in 2005. It is privately owned and is situated in The Guard House, close to Gosport town centre in Hampshire. The nursery operates from two buildings and all provision is on the ground floor. The main building has a ramp in place for ease of access and there are no steps into the pre-school building. The nursery is open each weekday from 07:30 to 18:30 for 51 weeks of the year and from 08:00 to 18:00 on Saturdays. There are fully enclosed outdoor play areas for each age group.

The nursery is registered to provide care for a maximum of 88 children at any one time on the Early Years Register and a maximum of 20 children aged under eight years on the compulsory and voluntary parts of the Childcare Register. There are currently 162 children under five years on roll. Children are able to attend for a variety of sessions. The nursery supports children who have learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs 30 members of staff to work with the children. Of these, 25 hold relevant early years qualifications and three staff are working towards a qualification. There are also three auxiliary staff who help with the smooth running of the nursery. The nursery is working towards accreditation status and receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children's individual needs are successfully met in the well organised and supportive environment offered. Efficient management and operational systems, as well as committed staff, ensures the smooth running of the nursery. Strong partnerships are developed with parents and contribute towards children being confident and secure. All children are welcomed and benefit from the positive relationships they develop in the nursery and the good progress they make. Continual development is ensured through effective monitoring and evaluation of all aspects of the provision and the professional development of staff.

What steps need to be taken to improve provision further?

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

- continue to formalise arrangements for tracking children's progress towards the early learning goals, identifying their next steps for learning and incorporating them into the planning
- continue to develop staff expertise and enrichment of the environment with numbers, words and symbols so that children's language, literacy and numeracy skills are fully extended during practical activities.

The leadership and management of the early years provision

Parents are extremely well informed about the nursery and their child through a variety of mediums. A daily diary is completed for each child providing details of their everyday routines, meals and activities. Regular newsletters, notice boards and the website keep them updated with the operation of the nursery and social events. Daily discussions with staff are key to updating parents with children's ongoing progress. Parents views are keenly sought. They are consulted regarding improvements to the nursery and care of their child. Their ideas are acted on which has a positive impact for all children and parents. For example, measures are being put in place to improve privacy in the nappy changing area for babies. Parent's meetings provide a formal opportunity to speak to children's key workers and management or meet with the cook to discuss the arrangements for meals. Effective systems are being established with other settings and professionals so that the nursery is able to work in partnership to provide the best for each child.

Children's health, safety and welfare is thoroughly safeguarded because of the extremely effective policies and procedures which are implemented effectively by staff. The premises are safe and secure. There are comprehensive emergency procedures and staff have a secure understanding of child protection issues. Excellent systems ensure the promotion of children's good health and make sure all staff are fully aware of individual requirements. Robust recruitment and employment procedures ensure staff are suitably qualified and fully aware of their roles and responsibilities. Staff work well as a team and are vigilant in their supervision of children. All of the required documentation is in place and efficiently maintained.

A variety of methods are used to thoroughly monitor and evaluate practice throughout the nursery and form an integral part of its ongoing development. Staff willingly try new ideas, but also acknowledge where systems do not work, for example, they found that toddlers much prefer an organised snack time rather than the free-flow system which works extremely well with the older children. Evaluation enables management to have a clear understanding of their strengths and areas for further development, such as, the ongoing development of the outdoor area. Recommendations raised at the last inspection have been addressed and contribute to the improved outcomes for children.

The quality and standards of the early years provision

Children are offered a broad range of exciting and stimulating activities in all areas of the nursery. Easily accessible resources encourage children's growing independence as they begin to choose and select resources for themselves. Staff enthusiastically participate in children's play and are attentive to their individual needs. Babies curiosity is encouraged well as they become more mobile and are introduced to different sensory experiences. Creative and messy play is particularly imaginative. Coloured gloop, bubbles and foam are explored with enthusiasm. Toddlers learn to carefully fill and carry containers with water and then excitedly splash about in the puddles they have created. Modelling materials, paint, sand

and water are used daily. Children enthusiastically participate in music sessions, experimenting with different instruments, joining in with songs and banging saucepans outdoors. Staff have a good repertoire of songs which they share with the children.

Children benefit from effective settling-in arrangements and the secure relationships that develop throughout their time at the nursery. Knowledgeable staff get to know them well and foster their ongoing progression. Meaningful activities are planned throughout the day to support development in all areas and follow their particular interests. Regular and measurable observations clearly record children's achievements and key staff confidently explain their next steps for learning. However, these are not always recorded and progression is not clearly matched to the expectations of the early learning goals. New systems are in the process of being introduced throughout the nursery in order to provide a consistent approach for all ages. Colourful scrapbooks are beginning to depict children's 'learning journey' as they progress through the Early Years Foundation Stage.

Children are valued and activities often spring from their particular interests and experiences. A child's visit to the pantomime stimulates the pre-school to focus on Jack and the Beanstalk. Learning is promoted in all areas as they recall the story they listened to the previous day, they pretend to climb the beanstalk and create a golden egg from papier-mâché. Children plant beans to measure their growth and investigate how things change when carefully adding water to dry ingredients when making bread. Younger children begin to manipulate and create shapes from Playdoh, identifying the different colours they are using and count how many they have. Staff generally support activities extremely well, although they do not always capitalise on opportunities to fully extend children's learning. For example, by encouraging them to add their own names to their work, using reference materials or using scales for weighing. Children enjoy counting activities, listen attentively to stories which are read well by staff and become engrossed in looking at books in the cosy corner. However, there are few words, letters or numbers displayed, indoors or outdoors, for children to use or become familiar with.

Children's good health is successfully promoted. Healthy, nutritious and freshly prepared food is enjoyed by all. Exceptionally good systems ensure individual health and dietary requirements are followed at all times. Mealtimes are sociable occasions where staff sit with children to support their growing independence. A café-style snack system enables pre-school children to be self-sufficient in organising their snack, although it is staff who record their attendance. Good hygiene routines are consistently followed and low-level facilities allow personal independence to be encouraged with all children.

Exciting outdoor areas are currently being developed with innovative equipment already in place to engage younger children's interest. Free-flow play between indoors and outdoors works well for older children and provides ample opportunities for physical development. Children have space to run around and large equipment to explore. Pre-writing skills develop as they become adept at handling different pieces of equipment, tools and materials as they play. Excellent procedures ensure children's safety and help them understand about keeping

themselves safe. They learn to listen attentively, follow simple instructions and to be careful with each other so they do not come to harm. Behaviour expectations are clear and consistent. Staff provide positive role models for boys and girls. Children flourish in an atmosphere where respect and self-esteem is given a strong emphasis. They make good progress in their learning and personal development.

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?	1
How well are children safeguarded?	1

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?	1
How well are children helped to be healthy?	1
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 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 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.