

Hopscotch Nursery and Out of School Club

Inspection report for early years provision

Unique reference number	EY388258
Inspection date	01/06/2009
Inspector	Mary Anne Henderson
Setting address	Shifnal Primary School, Curriers Lane, SHIFNAL, Shropshire, TF11 8EJ
Telephone number	01952463079
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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 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 Nursery and Out of School (OOS) Club registered in 2008. It is based within the grounds of Shifnal Primary school in Shropshire and is situated within a separate building. The OOS Club is based within the school. The group serves the local and surrounding areas. There is an outdoor play area.

The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group is registered to care for a maximum of 73 children at any one time and they are currently caring for 83 children from babies to under eight years old on roll. Children attend for a variety of sessions. The group supports children with special needs and those children who speak English as an additional language. The group opens five days a week from 07:45 to 17:50 and is open all year round.

Seventeen members of staff work with the children. Of these, fifteen have early years qualifications to NVQ Level 2 or 3 or above. The group receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the effectiveness of the early years provision is good. The management and staff work well together to ensure positive relationships with parents, carers and other providers of the Early Years Foundation Stage (EYFS). This promotes inclusion and ensures the individual needs of every child are identified and met. The indoor and outdoor areas provide a good range of opportunities for children to learn and develop. There are good systems in place to monitor and evaluate the provision and the capacity to make further improvement is also good.

What steps need to be taken to improve provision further?

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

- ensure parents are involved in the self-evaluation procedures of the setting
- provide a broad range of equipment to further promote children's physical development in the outdoor areas, for example, scooters and trikes

The leadership and management of the early years provision

The leadership and management of the nursery is good. The staff foster positive relationships with the parents which ensures a warm and caring environment for all children. Staff liaise with other providers of the Early Years Foundation Stage (EYFS) which further promotes inclusion. There are systems in place to monitor and evaluate the quality of the provision. The systems include input from the children and staff. However, parents are not yet fully included in the systems. The capacity to make further improvement on an ongoing basis is strong.

Staff ensure the children's safety and welfare at all times. The risk assessment procedure includes areas, equipment and toys. The procedures also include all outings involving the children. The children are well protected because staff undertake safeguarding training and are aware of the procedures to be followed. Staff ensure good hygiene procedures are implemented throughout the nursery thereby ensuring children's health and well-being.

The partnerships with parents are strong. Parents have free access to their child's learning and development files which provide parents with information about children's observations and their on-going progression. This is further supported through daily written and verbal exchanges of information between the parents and the child's key worker. Parents are provided with appointments with the key worker to ensure they are well-informed of their child's progression on an on-going basis. Parents also have free access to the setting's policies and procedures.

The quality and standards of the early years provision

The children are beginning to recognise the importance of keeping healthy and those things that contribute to this. For example, they know to wash their hands before eating, after visiting the toilet and after outdoor play. They also talk about a healthy diet and the benefits of physical activity on their body. The children are provided with a varied diet which includes meat, fish, pasta, vegetables and a good range of fruit. Children's independence is extended as they self-serve during snack times and meal times and they help themselves to fresh water throughout the day. The children are learning about the importance of personal safety. They do this as they learn how to cross the road while on outings and through activities and stories. They are also involved in the fire evacuation procedures of the setting.

Children find out about their environment, identifying features and noticing the natural world. They enjoy walking into the town to visit the shops to buy ingredients and to visit the library for story time. During outdoor play, children enjoy looking under the balance tyres for insects and walking around looking at the plant life. They plant potatoes in boxes and watch as they grow and change over time. The children enjoy having visitors to the setting. This includes people who come into the setting dressed up in magician clothes to tell them stories. The children also enjoy visitors who bring in their dogs and other animals for the children to look at and talk about.

The children are beginning to move with control and use a range of equipment to develop their physical skills. They enjoy using a range of equipment to support their climbing and balancing skills and they like to run around with their peers in the outdoor play area. However, access to equipment such as trikes and scooters are more limited, thereby possibly compromising this area of their learning. The children help themselves to the resources in the indoor areas because they are low-reach and well-labelled. This includes creative resources such as paints, glue and junk. Children's art work and photographs are displayed in all the playrooms for them and their parents to enjoy. This fosters their sense of belonging. Children enjoy messy play activities. For example, babies, toddlers and older children enjoy

using their senses to explore baked beans and spaghetti. They also enjoy walking through paints with their feet to make prints for display or to take home to their family.

Children are beginning to use information and communication technology to support their learning. Younger children and babies enjoy push button battery operated toys to explore sound. Older children have free access to the computer throughout the day. Children also access the interactive board with the computer to look at photographs of their peers and the staff undertaking activities. During these times, children also explore problem solving activities using a range of computer programmes. Children also explore problem solving through dice games, board games and by counting how many children are present at the table. They explore mathematical concepts through the use of smaller table top computers. The children enjoy drawing pictures using crayons and pencils and more able children write their names in their work books. They sit well and concentrate and enjoy being involved during story time with the staff. The children are well-behaved and have a sound regard for one another and the adults around them.

The children are beginning to understand that people have different needs, views, cultures and beliefs. They play with a range of resources that depict positive images of diversity. This includes dressing up clothes, dolls and small world people. They also enjoy reading books and playing with resources that depict positive images of people with disabilities. Children are beginning to explore a range of festivals. For example, during Chinese New Year, they use junk and glue to make Chinese dragons. They also enjoy stories and tasting various foods from around the world.

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

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Annex B: the Childcare Register

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

Met