

# Hopscotch Private Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY276244

**Inspection date**

22/07/2009

**Inspector**

Chris Scully

**Setting address**

Bishop Goss Complex, Rose Place, Liverpool, Merseyside,  
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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).

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.

## **Description of the setting**

Hopscotch Private Day Nursery was registered in 2004. The setting is situated in a converted school building in the centre of Liverpool. The ground floor of the building is used for the nursery and provides four playrooms, bathrooms, staff facilities, office and reception area. There is a large enclosed area for outdoor play. The setting is registered on the Early Years Register.

The setting is open from 07.30 to 18.00 each week day, all year round with the exception of public holidays. The nursery supports children who have learning disabilities. The setting is registered to care for a maximum of 61 children aged from birth to five years old. There are currently 92 children on roll, with a number of children receiving funding for nursery education.

There are 30 staff employed, including the manager and deputy manager. All staff hold appropriate qualifications or are working towards one. There are 24 staff are working towards additional level 3 and level 4 qualifications. One member holds a level 5 management qualification, whilst another has a degree in adolescent and childcare. The nursery receives support from an early years advisory teacher.

## **Overall effectiveness of the early years provision**

Overall the provision is satisfactory. Most required records, documents and procedures are in place, though there are some omissions within safeguarding, risk assessments and procedures for administering medication, which impacts upon the children's health and the organisation of the setting. Staff have a sound understanding of the Early Years Foundation Stage (EYFS), which enables them to support children's learning, however this is hindered by inconsistencies in how younger children's behaviour is managed. All children are able to take part in all of the activities provided, their individual needs are generally met well. Thus, children are included and develop a sense of community. Partnerships with parents are flourishing because of the setting's commitment to include them in all aspects of the nursery and providing regular information about their child's progress. Systems for self-evaluation are progressing and give clear direction for future improvement.

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

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

- ensure all staff effectively implement the behaviour management policy to ensure children learn right from wrong and are able to engage fully in the activities offered
- develop the systems for identifying the next steps in children's learning to ensure they make as much progress as possible in relation to their abilities and starting points
- ensure all risk assessments clearly identify the actual risk and the action taken to minimise those risks, in this instance outdoor play equipment

- ensure all practitioners have an up-to-date understanding of the action to take regarding allegations against staff to enable them to effectively implement the safeguarding policy and procedures.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain prior written consent for each and every medicine from parents before it is administered, enhance the recording systems to ensure parents are informed of all medication administered and ensure sufficient information is in place about the medical condition and treatment for any child with long-term medical needs or allergies.

05/08/2009

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

Staff have a sound understanding of safeguarding issues, which enables them to protect children from harm. However, some staff are not clear on the action to take regarding allegations made against them. Consequently, this impacts upon their ability to act appropriately in line with the safeguarding policy. This is compounded by mixed messages as to how and to whom to report their concerns to within some procedures, which are in their base rooms. Risk assessments are in place for the setting and for all outings and contribute appropriately to children's safety. However, some risks have not been effectively identified, such as the climbing frames and tree house in the garden, thus limiting the impact of the risk assessments. Discussions with staff demonstrate they are vigilant about children's safety away from the setting, for example, they plan the outing and routes from the setting before they leave and do not always follow the same routes, a first aider is always available and all staff carry mobile telephone in case of an emergency.

Most required records and documents are in place and are appropriately maintained with exception of one entry in the complaints record. The systems for administration and the recording of medication are not robust. The use of blanket consent for the administration of short term medication does not meet the required standards. The systems for recording medication demonstrates that staff do not always get parents to sign the medication record, therefore there is no system in place for ensuring parents are fully informed of the medication given to their child. Systems for gaining sufficient information about children with specific medical issues are not sufficient. They do not include information regarding the action to take should the child become unwell nor the signs and symptoms of an impending episode. This impacts upon the setting's ability to support the health and well-being of children. Good opportunities are provided for staff to attend training courses to enhance their current knowledge and skills. Recent training, includes safeguarding, risk assessments and health and safety. Systems for self-evaluation are evolving and provide a supportive influence upon the organisation of the setting, as staff are able to identify areas for improvement. This is

demonstrated by the commitment to address the issues from the previous visit, thus improving upon children's learning and their safety.

Partnerships with parents are working well, due to the information shared verbally and in written form. Staff keep parents effectively informed of their child's progress, as they provide opportunities for parents to meet with staff at their convenience to talk about their child. Parents comment that staff are very helpful and offer support to them regarding their child's learning. Parents state that their children are making good progress at the setting. All children are included in all of the activities provided. Some opportunities are created for children to learn about the wider world, which enables them to develop positive attitudes to others. Though there are limited freely accessible resources depicting diversity within the children's rooms, which impacts upon their self image as the environment does not reflect children's backgrounds. Children develop a sense of community as they take part in charity events with their friends and celebrate birthdays and other special events with them.

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

Staff have a sound understanding of the EYFS. Children appear happy, settled and develop positive relationships with staff. This is due to their warm, caring attitudes towards children. Activities are planned to encompass the individual interest of children and to demonstrate that all areas of learning are appropriately covered. As a result, children make satisfactory progress in their learning. Observation and assessment systems generally contribute to the planning. However, the next steps in children's learning are not always effectively identified and on occasion identify the type of activity children are to be involved in and not the next stage in their learning. The inconsistent management of younger children's behaviour has a negative effect upon their ability to engage in activities and to develop an understanding of right from wrong. For example, when a child is behaving inappropriately, staff do not always effectively engage with the child to enable them to realise why they cannot do something, such as wandering into the bathroom or away from the table at lunchtime. This results in children walking away whilst staff are speaking to them and not taking on board what is being said to them. The organisation of some activities also impacts upon children's behaviour as they become bored and disinterested, for example, waiting for long periods to go outside to play. Most children are provided with appropriate levels of praise for their efforts, such as babies smiling broadly as they revel in the praise for successfully negotiating the see-saw. Older children enjoy the praise bestowed upon them as they demonstrate an understanding of one at a time on the climbing frame, not only demonstrating an understanding of the setting's rules, but an awareness of their own safety.

Daily routines and care needs of babies are met well. As a result, babies have strong bonds with their carers and are able to enjoy the activities provided. Babies enjoy exploring and investigating a range of real and natural resources, thus developing an understanding of different textures. Regular opportunities to sing familiar songs and rhymes supports all children's communication and language skills as they identify the rhyming systems. Older children confidently practise their

mark making skills and enjoy using white boards, which provides a safe environment for them to erase any errors. Older children practise and explore their mathematical skills through everyday activities, with staff introducing an understanding of more or less than during conversations. However, opportunities are missed to extend all children's counting skills, for example, children are counted in and out of the setting by staff, but are not encouraged to count themselves. There are missed opportunities to extend children's understanding of number, their value and letters and sounds due to a lack of numbers and letters within the environment. Children have access to some everyday technology, such as computers to promote their understanding of how things work, although this is limited for younger children. Resources are generally well organised in low-level storage systems and consequently children are able to freely access additional resources to support their play. However, some resources in younger children's rooms do not support children's learning. For example, books are damaged and consequently children do not learn to value books, which impacts upon their enjoyment of reading.

All children's physical development is progressing well, babies use a range of resources to test and develop their walking skills. Older children confidently use a range of wheeled resources outdoors and enjoy the opportunities to use larger play equipment, such as balancing on crates or negotiating the steps on climbing frames. Children learn about the need for a healthier lifestyle through thematic work and the provision of healthy, nutritious home cooked meals and snacks. All of which are prepared to meet the individual needs of the children and stages of development of babies. Children are encouraged to help to set the table and to tidy away afterwards, hence they are able to develop skills which supports their lifelong learning. Generally good systems are in place for enabling children to understand good hygiene practices, such as hand washing. However, the use of communal bowls in some rooms does not effectively promote this nor reduce the risk of cross infection. Children learn to keep themselves safe on outings, as they discuss how to cross roads safely and the importance of not talking to strangers.

## 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.	2

### 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?	2
How well does the setting work in partnership with parents and others?	2
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

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