



Hopscotch

Inspection report for early years provision

Unique Reference Number	EY303839
Inspection date	10 October 2005
Inspector	Michelle Ann Parham
Setting Address	The Guard House, Mumby Road, Gosport, Hampshire, PO12 1AB
Telephone number	0870 8508 284
E-mail	
Registered person	Hopscotch Day Nursery
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

WHAT SORT OF SETTING IS IT?

Hopscotch Day Nursery is located in Gosport in Hampshire. The nursery is privately owned and is situated in The Guard House, close to the town centre. It serves the local families who come from a mix of social and economic background. The provision registered in 2005. The manager oversees the day-to-day organisation of

the provision. It is the settings policy to accept children from 3 months to five years and operates Monday to Friday from 07:30 to 18:30 throughout the year. The provision is registered to accept government funding for nursery education. There are 11 members of staff employed to work with the children, 8 of which hold relevant early years qualifications. The provision works closely with the Early Years Development & Childcare Partnership. The group is working towards accreditation with the Pre School Learning Alliance. There are 69 children on roll, none of which are in receipt of funding for nursery education. The group are able to offer appropriate support to children who have a recognised special educational need and children who speak English as an additional language.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children receive wholesome, nourishing meals and snacks at the nursery. Food is cooked on the premises and individual needs are well met, for example, babies bottles are prepared hygienically by practitioners. Food is given whenever possible, at times which coincide with parent's routines and special dietary requirements are acknowledged and effectively catered for.

Children benefit from daily physical activities; they develop good co-ordination and balance as they practice emerging skills as babies and toddlers and progress to enjoy play with the sit and ride toys, swings, balls, bats and hoops in the garden area.

Children follow acceptable hygiene routines, and gain increased independence in personal care, for example, putting on their own coats and using the toileting facilities where practitioners show them how to wash their hands effectively with the soap. Overall their health is promoted as practitioners implement effective procedures. For example, using disposable gloves for nappy changing and anti-bacterial sprays on tabletops and changing stations. However, minor improvements are required in hygiene practice in regard to children's soothers.

Children are able to rest and sleep in a comfortable environment. Practitioners ensure that a quiet space is provided for toddlers to rest comfortably each day. There is also a particularly restful environment provided for babies to sleep comfortably in cots where they are well monitored.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have a safe, secure environment as the setting is self-contained and overall safety issues are addressed. Parents and visitors pass through an intercom system at reception which enables practitioners to monitor entry to the nursery. Risk assessments are undertaken, including visits into the community to ensure hazards

are identified and minimised. Regular internal reviews are undertaken of the provision and an action plan used to self-evaluate and address any improvement required in the setting. Practitioners are vigilant in their supervision of children and this is promoted because the setting offers a high staff-child ratio. This ensures children remain safe and secure.

Furniture and equipment are of good quality, well maintained and conforms to safety standards. Toys are organised and in good condition. This ensure they are safe to use and do not present a hazard to children. Effective procedures are in place for the collection of children and arrangements are agreed beforehand with parents.

Children are protected because practitioners have sound understanding of child protection. They have awareness of the different types of abuse and possible signs and symptoms that may indicate a child were at risk. They are aware of their role and responsibility to protect children and undertake additional training in this area to develop skills.

Helping children achieve well and enjoy what they do

The provision is good.

Children under three years enjoy well-planned, purposeful activities in the nursery. Practitioners use the Birth to Three Matters framework to enhance care, learning and play. Younger children gain confidence and practical skills. They are given support and encouragement by practitioners, for example, as they develop emerging skills in movement and explore their own ability. They are secure and settled as every effort is made to ensure key staff comfort and handle children who are their responsibility. All children are inquisitive and curious in their play with toys and equipment. They enjoy the good selection of activities and play materials provided which are mainly stored low-level, enabling the children to access them freely, increasing their independence and freedom of choice.

Children are happy and settled in the care of the practitioners. They interact well with them, offering praise, encouragement and support during activities and free-play. Children are confident and have good self-esteem; they laugh and enjoy the company of others often seeking out familiar adults for a cuddle or to engage them in play. Practitioners have a good understanding of children's developmental needs and participate fully during activities. Good quality interaction from the practitioners develop the children's communication and social skills well.

Nursery Education

The quality of teaching and learning is satisfactory. At the time of inspection the setting had no funded children on roll. The setting has employed a new practitioner who has a sound knowledge of the foundation stage. She currently works with the older children in the nursery who are mainly rising three's and has responsibility for the curriculum to ensure children make progress with their learning. Systems developed ensure children's progress is measured through observations and assessment. Further development of planning is required to include key workers, evaluation of activities and adaptation to suit all abilities. This will identify the next

steps for children's learning to ensure their progress through the stepping stones is appropriately addressed.

Overall children gain from the staff's knowledge and understanding of child development and how children learn. Children's learning is promoted through staff's open questioning and interest in the children. Practitioners organise the daily routines well and children have the opportunity to participate fully in a balanced programme which helps to promote their learning in all areas.

Children develop a positive attitude to their learning as they share in a range of practical activities, for example using magnets and finding out about how they work. They choose from a range of resources to develop their skills, such as building with construction toys, and mark making using a variety of writing materials. Children gain an interest in numbers as they play with the magnetic board and join in familiar rhyming songs.

Children express their ideas and imagination through a range of situations, such as role play with the dolls and dressing up costumes. Opportunities for children to explore and experiment with a variety of art materials is promoted throughout the setting, for instance from babies playing with paint on mirrors to rising three year olds enjoying collage work. This allows them to express themselves freely, creating work from their own ideas. Activities and resources that reflect diversity are in place, which helps children become aware of a wider society, developing self-esteem and respect for others.

Helping children make a positive contribution

The provision is good.

Children with special needs are supported during their time in nursery. Practitioners work closely with parents and other relevant professionals to ensure all children's individual needs are met. Children are developing a strong sense of themselves because practitioners provide an environment where they are welcomed and encouraged to participate in all activities. They enjoy their time in the setting, gaining confidence and self esteem because practitioners praise and encourage for effort and achievement. Babies and toddlers demonstrate a good sense of belonging as they respond to familiar adults and settle well into the nursery routine. Children show concern for others, and are beginning to communicate their ideas and emotions, for example through domestic role play situations such as cuddling a dolly and saying its tired or changing its nappy.

Children's behaviour is good. They benefit from positive role models provided by practitioners and respond well to adult intervention and gentle reminders to share or take turns, gaining an increased understanding of right and wrong. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. Children benefit from the open, warm welcome that families receive. Parents are given good information about the setting through notice boards, newsletters and parents evenings. They value the ability to speak to practitioners concerning their child's care during daily discussions

and appreciate the use of home books to exchange information. Children benefit from this partnership as families feel supported and involved. As funded children attend the setting, opportunity to share information about their learning and progress is planned. Children's needs are met in accordance with parent's wishes.

Organisation

The organisation is satisfactory.

Leadership and management is satisfactory. The majority of practitioners are appropriately qualified and there are effective procedures in place to ensure that only suitably vetted persons undertake personal care needs of children, and that sufficient practitioners are deployed correctly to support them. Regular supervision and annual appraisal is undertaken, which encourages practitioners to identify their training needs and develop their own practice. This in turn has a positive impact for the children's learning and care. Practitioners work well as a team and they meet regularly to discuss all aspects of nursery practice. They have clear direction and are aware of their roles and responsibilities. Practitioners show commitment to the nursery and to continuing training, in order to improve their childcare skills. They value the initiatives introduced by the manager, and respond positively to responsibility of their individual areas. Good procedures are in place for the induction of new practitioners to ensure they are aware of the working practices and policies of the setting.

The practitioner working with older children has sufficient knowledge of the Curriculum guidance for the Foundation Stage to help children achieve and progress. Use of the Birth to Three Matters framework ensures babies and young children are sufficiently supported and provided with care and learning opportunities to enhance their development.

Policies and procedures are in place to promote children's health, safety and enjoyment. However there are weaknesses in procedures for recording complaints, incidents, existing injuries and management of nursery education. The setting has no systems in place to ensure that all complaints are recorded and made available to parents on request.

Group sizes and good ratios within the setting contribute to children's good health, safety and learning. Effective deployment of practitioners promotes positive relationships and ensures children's needs and individual routines are met. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

not applicable

Complaints since the last inspection

There are no complaints to report since registration.

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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- devise and implement a system to record incidents of behaviour and ensure confidentiality of existing injury recording
- ensure complaints log is available for parents to view on request.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop planning of the curriculum to include key workers and use children's individual progress records to build on what they know, including how activities can be adapted to suit children of varying abilities
- devise and implement a system to evaluate planned activities for success and improvement.

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