



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 137807

DfES Number: 532148

INSPECTION DETAILS

Inspection Date	27/10/2004
Inspector Name	Beverley Jarrett

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Hopscotch Nursery
Setting Address	215 Chevening Road London NW6 6DT

REGISTERED PROVIDER DETAILS

Name	The Hopscotch Management Committee 01877236 297542
------	--

ORGANISATION DETAILS

Name	The Hopscotch Management Committee
Address	Hopscotch Under Fives 215A Chevening Road London NW6 6DT

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Hopscotch Nursery opened in 1996. It operates from the first floor of a four storey building. Children have access to two ground floor rooms where they eat lunch and have use of a soft room. On the first floor there is access to two class rooms and a messy room. It is situated in the London Borough of Brent. A maximum of 32 children may attend the nursery at any one time. The nursery is open each weekday from 08:30 to 17:30 all year around. All children share access to a secure enclosed outdoor play area.

There are currently 50 children aged from 2 to under 5 years on roll. Of these 7 children receive funding for nursery education. The setting serves the local community. The nursery currently supports a number of children with special needs and who speak English as an additional language.

The nursery employs nine staff. All the staff hold appropriate early years qualifications.

On-going support is given by the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Hopscotch Nursery provides good care for children.

The staff provide a warm, caring and welcoming environment for children and parents. Staff are appropriately experienced and qualified and have a clear understanding of their role and responsibilities. The nursery creates opportunities for further training and development for staff. This helps staff to develop their skills in meeting the aims of the setting and children's individual needs.

The setting organises the space and resources very well. The premises are safe and secure, with play areas that are bright, warm and welcoming. Staff have an excellent awareness of health and safety issues and potential hazards both inside and

outdoors. However, remedial works are required to the floor in the lunch area. Staff pay particular attention to developing children's understanding of good hygiene practices to develop their personal hygiene through the daily routine.

There are a broad range of activities and play opportunities that help children to sustain interest and have fun. Staff have a positive attitude towards equal opportunities issues, all children are valued and their individual needs are well supported. Staff have a sound knowledge and understanding of the children's individual needs and interests. A sensitive and appropriate approach is adopted by the staff towards children's behaviour management.

There is a strong commitment to partnership with parents. The nursery display a notice board for parents, these are full of relevant information and news. Staff make themselves available to give parents daily feedback about their child's learning and development.

The setting maintains effective records, policies and procedures. However, further review is required of the risk assessment record.

What has improved since the last inspection?

At the last inspection the nursery was required to increase the staff ratio by one member. This has been achieved and allows children to be cared for within the required staffing levels.

The administrator no longer combines the role of deputy. She now works one day a week and the nursery have appointed a new deputy manager.

The nursery has now devised a written outings policy, which is followed by all staff and ensures children's safety at all times.

Remedial work to the defective floor in the lunch area has not been carried out

What is being done well?

- Space and resources are organised well to meet children's needs effectively. Children have access to a broad range of stimulating and interesting activities.
- There is an effective partnership between parents and carers. The key worker system ensures parents are fully consulted about the needs of their children.

What needs to be improved?

- the recording of dates after risk assessments have occurred
- the completion of the remedial works to the defective floor to enable the full use of this area by children.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

N/A

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
6	Ensure that recorded risk assessments include the date they occurred.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The nursery offers a well-balanced range of activities that provides children with many purposeful and stimulating educational experiences.

The planning of the educational programme and effective teaching helps children make very good progress towards the early learning goals. Staffs' knowledge of the early learning goals helps them to plan and teach a good range of practical activities.

Children are enthusiastic about what they are offered and are well motivated and eager to learn. Children's personal, social and emotional development is highly prioritised through activities and routines, which encourages good relationships and promotes good behaviour. However, the older and more able children have limited opportunities to serve themselves during lunch times. The key strengths in communication language and literacy are due to the staffs' ability to skilfully question children, engage them in conversation and extend their vocabulary. Stories are used well to foster children's love and use of books. They are confident in using mathematical language, they use games and activities to promote their understanding of matching and comparing.

Very good support is offered to children with special educational needs and English as an additional language. They work closely with other professionals when required to meet the needs of the children.

Leadership and management is very good. Staff are encouraged to attend training and develop their skills and knowledge. The manager offers good support to staff through regular staff appraisals.

There are very good relationships with parents. Parents receive regular information on the curriculum and meetings are used effectively to discuss children's written progress reports and to plan for the next step in their learning. The noticeboard informs parents about current topics, and monthly educational programme. This enables parents to contribute ideas and items and to talk to their children at home.

What is being done well?

- Staff have good understanding of the stepping stones and the early learning goals.
- Very good leadership provides a commitment to staffs development, ensuring that they are aware of their roles and responsibilities.
- Parents are kept well informed about the educational programme and of children's developmental progress.
- Children are polite and sensitive to each other and behaviour is good due to high expectations form staff.

- Staff make very good use of the available space and provide a busy, but calm learning environment.
- Children's communication, language and literacy is very good. They are confident speakers due to staff encouraging them to express their own views, feelings and imagination.
- Children are eager to learn and explore due to the wide range of interesting activities and resources provided.

What needs to be improved?

- Improve opportunities for the more able and older children to help themselves at lunch times.

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children display a high level of involvement during activities. They are forming good relationships with both each other and adult, they behave well and are co-operative during play. Children are confident and are able to sit and listen attentively to stories and during group activities. They develop independence through a range of practical activities, however the older and more able children have limited opportunities to serve themselves at lunch times.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
------------	-----------

Children are confident speakers and use a wide vocabulary, which is extended well in all activities. Children develop their reading skills through listening attentively to stories and using books to locate information. Children enjoy making marks and practise their writing skills, through the well resourced writing area.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children can count beyond ten and understand that numbers have a value. They are developing their mathematical knowledge and learn about problem solving, addition and subtraction through many practical activities. Children are able to sort and compare. They are learning about shapes, colours, sequencing, weighing and patterns. This learning is well supported by number charts and games.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
------------	-----------

Children's design and making skills are well developed through many practical activities and a wide range of resources. Children are learning about the natural world such as growing plants. They are involved in exploration and investigate activities such as the life cycle of butterflies, tadpoles. They enjoy using the computer confidently with staff support. They are learning about events in their lives, their own cultures and beliefs and those of other people.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children move around confidently with increasing control and are beginning to show an awareness of space. Children use many tools and items of large and small equipment with growing confidence and skill, which is shown in their writing, drawing and models. They are learning about staying healthy through the daily routine and through a range of practical activities.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Children enjoy a wide variety of activities which give them opportunities to explore colour, texture, shape and form. Children make a range of models with boxes and tubes, they enjoy using musical instruments and have good opportunities to explore songs rhymes and movement confidently. Children enjoy a wide variety of activities which give them opportunities to explore colour, texture, shape and form. Children make a range of models with boxes and tubes, they enjoy using musical instruments.</p>	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- improve opportunities for the more and older children to help themselves independently at lunch times.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.