



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 509068

DfES Number: 551134

### INSPECTION DETAILS

Inspection Date	10/02/2005
Inspector Name	Kay Rutter

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	HOPSCOTCH NURSERY
Setting Address	GIRL GUIDE HEADQUARTERS MARICAS AVENUE HARROW WEALD MIDDLESEX HA3 6JD

### REGISTERED PROVIDER DETAILS

Name	Miss Marie Gaughan
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## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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 2000. It operates from the Girl Guide Headquarters in Harrow Weald. It is situated within walking distance of Harrow and Wealdstone and Headstone Lane stations, bus routes, parks and shops.

The setting is registered to provide care for a maximum of 25 children from two to five years of age. There are currently 57 children on roll, this includes 26 funded children. Children attend for various sessions. The setting supports children with special needs and children who speak English as an additional language.

The group opens five days per week during school term time. Sessions are from 09:15 to 12:15 Monday to Friday with a lunch club on Wednesdays from 12:25 until 13:15 and an additional session on Mondays from 13:00 to 15:00.

Two full time and three part time staff work with the children. Four staff have recognised early years qualifications equivalent to National Vocational Qualification (NVQ) level two or three. One staff member is working towards an appropriate early years qualification. The setting has links with the Early Years Childcare Partnership (EYCP) and are members of the Pre-School Learning Alliance (PSLA).

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

### How effective is the nursery education?

The education programme offered at Hopscotch Nursery is generally good.

Children are confident and persist at activities which interest them. Children make steady progress toward the early learning goals in most of the six learning areas, there are significant weaknesses in the programme for knowledge and understanding of the world.

The quality of teaching is generally good as all adults understand how children learn and have a sound overview of the foundation stage. Staff are less secure in their knowledge of the underpinning stepping stones. Consequently, all staff offer children ample attention and support in their play, but teaching and questioning techniques do not always sufficiently extend or challenge children's thinking. The range of activities is sufficiently broad to meet the needs of most children but offers little scope for children to make decisions and choices, select equipment independently and explore or investigate. Key workers make relevant observations of what children can do, but these are not systematically used to assess progress or inform planning.

The leadership and management of the setting is generally effective. The provider is committed to providing good quality education, but has not yet developed systems to monitor and evaluate how effective the setting is in achieving this. A new planning system has been introduced, this works in practice but does not clearly demonstrate how activities build on what children know and can do or how they are differentiated for children who learn at different rates. Clear communication systems and responsibilities result in a team who work well together. Staff access training that interests individuals but these are not clearly linked to improving teaching and educational provision.

Parents are supplied with essential information about the group and the curriculum. They can talk to staff about progress their child is making regularly. Communication between staff and parents is friendly.

### What is being done well?

- Adults effectively plan a wide range of experiences. Children can choose from various activities each day including art activities, construction, puzzles, sand play and reading. Children make good steady progress in most of the six learning areas.
- Staff have built warm and positive relationships with children. They pay children sufficient attention and support their learning in small groups and individually. Children are praised and encouraged regularly which enables them to feel confident and fosters their self-esteem well.
- Children make good progress in their personal, social and emotional

development. They are confident, generally well behaved and persist at a range of activities. Funded children are developing positive relationships with staff and their peers.

- Indoor and outdoor space is used regularly to provide opportunities to develop a wide range of motor skills. Children are generally well coordinated, and are able to successfully negotiate obstacles, move and stop under control. Children have good hand and eye coordination, dexterity and manipulative skills.

#### **What needs to be improved?**

- staff knowledge of the stepping stones
- activities, resources and questioning techniques do not always sufficiently challenge and extend children's language and thinking
- the use of observations of what children know and can do to identify the next steps in individual learning, inform short term planning and demonstrate how activities are differentiated for children who learn at different rates
- the programme for knowledge and understanding of the world, as insufficient attention is paid to different strands of this area. This particularly limits opportunities to: access a range of materials to explore and investigate; find out how everyday technology and objects work; and to plan, design and construct using various techniques
- the range of materials and props to promote and extend children's imaginary play, allow them to explore their own creative ideas and encourage writing for a variety of purposes.

#### **What has improved since the last inspection?**

N/a

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident and persist at planned activities. Opportunities for children to operate independently are limited, there are few opportunities to choose alternative activities or develop proficiency in dressing skills, for example when putting on coats. Staff and children have good relationships, children are beginning to understand the needs of others and develop cooperative relationships with their peers. They are generally well behaved and are learning to share and take turns.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children speak confidently, negotiate, plan, share ideas and talk about their experiences. Staff develop linguistic skills well, making good use of impromptu situations. A wide range of books are available, children rarely choose to look at these independently but staff encourage children by reading impromptu stories throughout the session. A small range of writing materials are available but these offer little stimuli to write for various purposes.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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There are many opportunities to explore a range of mathematical concepts, which interest children and build on their knowledge of colours, size, shape, quantity and position. Children are familiar with number and count to ten and beyond. They use mathematical language accurately. Staff support children well as they learn to sequence numbers and sort using different criteria. Children spend less time exploring calculation through practical activities or recording mathematical findings.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children experience a small range of materials for sensory exploration but spend little time finding out how things change, work, or exploring everyday objects and technology. There are daily chances to use construction kits but these are not used to sufficiently extend planning and design skills. Topic work provides chances to learn about the natural world and living things, but offers limited scope for children to learn about their local environment, community and the wider world.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Regular use of outdoor space allows children opportunities to explore and develop physical skills using small equipment. There are limited resources to provide physical challenges but children enjoy vigorous physical play most days. Children generally have good spatial awareness, negotiate obstacles successfully, start and stop using control and co-ordination. They develop good dexterity and manipulative skills by using a range of tools and small equipment.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>There are many chances to explore colour, shape and texture through adult led activities, these offer some scope to allow children to explore their own ideas. Children rarely enjoy free independent access to art materials. Children's work is regularly sent home. Staff plan varied imaginative areas including home corner, office and shops. Children have good imagination and make good use of the basic range of props available to act out ideas and storylines with peers in the imaginative area.</p>	

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

## OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- staff knowledge of the stepping stones to ensure they offer activities, resources and questioning techniques which meet the needs of the children, sufficiently challenge and extend their language and thinking
- the systematic use of observations of what children know and can do to identify the next steps in individual learning, inform short term planning and demonstrate how activities are differentiated for children who learn at different rates
- the programme for knowledge and understanding of the world to ensure sufficient attention is paid to each strand of this learning area, particularly; to ensure children are able to explore, investigate, find out how things work, plan, design and construct
- access to a range of materials and props to promote and extend children's imaginary play, allow them to explore their own creative ideas and encourage them to write for a variety of purposes.

*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.*