



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY218161

DfES Number: 515441

INSPECTION DETAILS

Inspection Date	02/12/2004
Inspector Name	Kashma Patel

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Hopscotch Pre - School
Setting Address	St Francis Centre Bournville Birmingham B30 2AA

REGISTERED PROVIDER DETAILS

Name	Miss Melanie Jane Gardner
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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 Pre-school opened in 1997. It operates from a centre which is also used by other groups in the Bournville area of Birmingham. The group operates from one main large hall, which is sectioned off. A maximum of 25 children may attend the group at any one time. The pre-school is open from 09:30 - 14:30 during term-time. Children who stay for the full day are required to bring a packed lunch.

There are currently 36 children aged from 2 to under 5 years on roll. Of these 9 children receive funding for nursery education. The nursery supports children with special educational needs and children who speak English as an additional language.

The pre-school has 5 members of staff, of whom 75% have appropriate childcare qualifications. The setting receives support from a teacher mentor from the Early Years Development and Childcare Partnership. (EYDCP)

How good is the Day Care?

Hopscotch Pre-school provides good quality care for children. Staff offer a warm and welcoming environment where children feel secure and their individual needs are taken into account. Staff know the children well and develop good relationships with them. Most documentation is maintained, but some policies does not identify the designated person.

Staff ensure that children understand about safety in the setting and have taken the necessary precautions. All areas for promoting health and hygiene are good and are reinforced through the daily routine. Staff have established a good daily routine for eating, tidying up and playing which encourages children to feel secure. Children are provided with regular drinks snacks which meet their individual dietary needs. They are provided with snacks of toast, and can spread their own jam on.

Staff provide a wide range of interesting and stimulating activities indoors which promote children's learning and imagination. They plan varied activities for children

of different age groups in order to promote their development. Staff spend time talking and playing with them in small groups, staff divide children into groups according to their age and ability. Staff have a good understanding of promoting equal opportunities and frieze work on the Chinese and Diwali festival was observed. Staff promote good behaviour by their constant praise and encouragement throughout the session.

Staff have good working partnerships with parents. Information is shared with parents on a daily basis through daily verbal communication and regular notes. Parents are also invited to a yearly review in the children to discuss their progress.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Children have access to a wide range of activities. They are given choices and their interests are taken into account.
- Good use is made of available space indoors; the large hall is set out to give children easy access to toys and equipment.
- Staff have warm and trusting relationships with children who respond well to staff, which develops their confidence.
- There is good partnership with parents, information is shared both verbal and written notes.

What needs to be improved?

- information on the designated person for equal opportunities, behaviour management and child protection.

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.)

There are no complaints to report.

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
12	Ensure that the complaints policy has the name and address of the regulator (Ofsted).
14	Ensure that parents are aware of a designated person for equal opportunities, behaviour management and child protection.

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

How effective is the nursery education?

Hopscotch Pre-school offers good quality provision overall which helps children make generally good progress towards the early learning goals. Provision for their personal, social and emotional, communication, language & literacy, mathematical & the creative development, is particularly well-planned and they make very good progress in these areas.

The quality of teaching is generally good. Staff have a good understanding of how children learn and how they can help them progress. They build warm and trusting relationships with the children and are particularly successful at promoting children's confidence and social skills. The key strength in all six areas of learning is due to the staff engaging children in conversations. Staff consistently question all children effectively to encourage them to think and communicate. Staff provide a broad range of activities linked to the six areas of learning. Resources are used effectively to promote children's independence, but equipment is not available for children to develop their climbing skills and extend their understanding of technology. Staff make observations of children to inform assessment records which identify clearly the good progress children are making.

The leadership and management of the pre-school is very good. The setting fulfils its aim of creating a caring secure environment, providing a well-planned and structured early years curriculum. The success of the setting is due to strong commitment from the staff. The setting receives regular support from the teacher mentor.

Partnership with parents is good. Parents are kept well informed about the provision and their child's progress through newsletters and daily exchanges of information. A review is held yearly, where staff prepare reports for all children. Parents are encouraged to be involved in their child's learning and bring in items for children to discuss at group times.

What is being done well?

- Staff give strong emphasis to building children's confidence, supporting them in developing positive relationships with adults and each other. Children are split in to groups according to their age and ability.
- Good use is made of conversation to extend children's communication and language skills. Staff use language to further children's thinking, they repeat and rephrase to reinforce correct use and feed in new vocabulary.
- Children are offered a good choice of activities and opportunities to be involved in play, encouraging them to become independent learners and to express their ideas freely. There is free access to a well resourced area for role-play.

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| <ul style="list-style-type: none">● Staff have high expectations of behaviour, to which children respond well, creating a positive learning environment. |
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What needs to be improved?

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| <ul style="list-style-type: none">● resources to promote children's understanding of technology. |
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What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are becoming confident and eager learners. They are developing good levels of concentration and involvement and are supported well with praise and encouragement. Children select resources and work independently initiating their own play. They are beginning to manage their own behaviour as staff give consistent guidelines. Their good behaviour contributes to a constructive learning environment. Children are provided with a number of opportunities to explore different cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are confident and fluent speakers and engage easily in conversations with each other and adults. They are able to express their needs and speak well during group activities. Children enjoy reading books and listening to stories. They demonstrate good handling skills and are able to tell each other the story from the pictures. Children recognise their name in print, are eager writers and identify the sounds some letters make.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are becoming very confident with numbers and numerals and practise their skills during play. They are able to understand simple addition and subtraction when counting with objects. Staff use routines to encourage children to count. Children are encouraged to look at shape and name the basic shapes well. They demonstrate that they understand size and measure, children were observed doing a pouring and spilling water activity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children have good opportunities to learn about the wider world. They make regular visits within the local area such as the park and garden centre. Children design and construct using a variety of methods, they enjoy making dough then playing with it. They are developing an increasing sense of time through discussing past and future events. Children do not have regular opportunities to understand technology. There are not enough programmable toys for the children.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are continually encouraged to develop an awareness of their health and body during play and routine activities. They have regular opportunities to develop their physical skills indoors, the hall is set out daily with equipment which helps children to develop a sense of space and control when riding wheeled toys. Children are able to stop and start safely when they run and they kick. They are also developing skills in catching balls.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have good opportunities to express their ideas and imagination freely through a good range of activities such as role-play, painting, singing and music. Children enjoy taking part in stories and singing. They explore texture and colour through a varied range of media such as paint, sand, water and dough and are able to name a wide range of colours confidently. Children are eager to express how they are feeling and why throughout the session.	

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

- resources to promote children's understanding of technology.

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.