

Hopscotch Day Nursery

Inspection report for early years provision

Unique reference number EY397851
Inspection date 26/10/2010
Inspector Lisa Cupples

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Type of setting Childcare on non-domestic premises

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Hopscotch Day Nursery registered in 2010 and is one of four privately owned settings. The nursery is located in Lee on Solent, a residential seaside town in Hampshire and is within walking distance to local schools, shops, parks and the beach. The nursery operates in a converted building and is all on the ground floor. All children have access to fully enclosed outdoor play areas for their age groups.

The nursery is registered to provide care for a maximum of 83 children in the early years age group at any one time. It is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 91 children in the early years age group on roll.

The nursery employs 16 members of staff and a qualified cook. Of these, one member of staff is a qualified early years professional and 12 other members of staff hold relevant qualifications. In addition, four members of staff are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are happy and settled during their time at the nursery. The entire staff team take the time to get to know the children and their families well, which enables them to fully support every child, helping them to make good progress towards the early learning goals. Rigorous systems are in place to ensure all children are safe and secure and their welfare requirements are successfully promoted. Comprehensive policies and procedures are maintained and most are implemented effectively to improve the outcomes for all children. All staff and the management team continually evaluate the effectiveness of the nursery to identify the strengths and any areas for development and take action to drive improvement for the benefit of the children.

What steps need to be taken to improve provision further?

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

- extend the information about children's starting points to include the six areas of learning to enable staff to track and monitor the children's progress as soon as they start to attend
- provide positive images across the setting that challenge children's thinking and help them to embrace differences in gender, ethnicity, religion, culture and disabilities
- further develop the outdoor play areas to ensure all six areas of learning are

covered equally on a regular basis.

The effectiveness of leadership and management of the early years provision

All children are safeguarded effectively because the entire staff team have an exceptionally good understanding of child protection procedures and know how to implement them to protect the children in their care. Comprehensive policies and procedures are discussed and shared with all parents to ensure they are fully aware of the settings responsibility towards safeguarding their children. Robust recruitment and vetting procedures ensure that everyone working with the children is suitable to do so. The ongoing suitability of all staff is monitored through practice observations, training opportunities and appraisals. All new staff are required to complete a thorough induction programme during a three month probation period, ensuring everyone is fully aware of how the setting works and the high expectations of the management team. Rigorous risk assessments and consistent staff vigilance ensure children are extremely safe and secure at all times. All visitors are asked for identification and asked to sign in and out of the visitors book to ensure a full record of everyone coming into contact with the children is maintained. The nursery have state of the art security systems to monitor the welfare of the children in all areas of the nursery and the system is also used as a training tool for the staff team to review and develop their own practice to drive improvement.

The leadership and management of the setting have a clear vision and consistently communicate their high expectations to staff. Evaluation procedures are used effectively to identify any areas for improvement and the development plans are used as a working tool to ensure all identified weaknesses are addressed. For example, staff have changed the lay out of the main play rooms to further develop opportunities for children to access all resources and play equipment freely, promoting continuous provision across all age groups. The evaluation process takes account of the views of parents and as a result, the settling in routines have been improved enabling parents to spend longer with their children if they feel they want to.

All children are effectively supervised and supported throughout their time at the nursery because the deployment of staff is organised well ensuring ratios are maintained at all times. All children have access to a wide range of resources and play materials that are suitable for their age and stage of development and staff use the equipment skilfully to extend the children's learning. All staff have a good understanding of the children's individual needs and backgrounds ensuring they are able to meet their needs at all times. All children in all age groups are making good progress towards the early learning goals. Children have access to a range of multicultural resources and play materials to help develop their understanding of the wider world on a daily basis and children participate in activities to celebrate cultural festivals from around the world. However, there are no positive images of diversity reflecting disability, gender, ethnicity, religion or culture around the nursery to fully promote the children's understanding of difference and challenge their thinking.

All children benefit from the open lines of communication between their parents and the staff team, building strong and trusting relationships. Staff spend time getting to know the children and their families before they start attending and they discuss and record the children's welfare requirements in detail. Records include information about the children's favourite things, sleep routines, dietary requirements and any medical, cultural or religious needs. However, little information is currently gathered about the children's starting points with regard to their learning and development. This limits the staff teams ability to track and monitor the children's progress from the time they start going to the nursery. Parents are able to speak with their children's key person at any time and have access to their learning journals on request. Parents are also encouraged to be involved in their children's learning and they contribute to the 'Wow' boards in each of the play rooms, sharing and celebrating their children's achievements both at home and in the nursery. Good systems are in place to share information with other providers of the Early Years Foundation Stage to ensure those children who attend other early years settings receive consistent and complementary care and learning programmes.

The quality and standards of the early years provision and outcomes for children

All children are making good progress towards the early learning goals because the staff team have a good understanding of the Early Years Foundation Stage. Staff spend time observing the children at play and recording what they can do. They collate the information to identify the children's individual next learning steps and plan a wide range of activities and experiences to ensure they continue to make consistent progress, promoting their learning and development successfully. All children have many opportunities to practise their emergent writing skills and enjoy mark-making for a variety of different purposes. For example, children use chalks on a large scale outside, they make patterns in corn flour, make notes and shopping lists in the role play areas and older children are beginning to write their names on their own art work. Children of all ages enjoy stories and handle books correctly as they begin to understand that text has meaning. They count at every opportunity and recognise numerals during free play and more focused activities. Children's problem-solving skills are developing well as they figure things out for themselves. For example, children work out how to make the shapes they want the train track in.

Staff are skilled at knowing when to let the children solve-problems and when to step in to offer support before they become frustrated. Children play an active role in their learning and staff value their ideas, interests and contributions, building them into the activities and routines. For example, when some children became interested in pirates when they were making models with empty cardboard boxes. The activities developed into dressing up, making eye masks and listening to pirate stories. The children were engaged and enthusiastic and their interest lead to 'Pirate Day' in the nursery. As a result, children now confidently suggest new ideas to staff, taking a role in planning events and activities as they learn through play.

Children have access to computers and their information and communication skills are progressing well. They are able to find and use programmes independently and show good control of the mouse during computer-based activities. Staff in all the play rooms are attentive and respond well to the children's needs, asking open-ended questions to challenge the children's thinking and providing additional resources to extend their ideas. All children have the opportunity to explore and experiment during their time at the setting. For example, in the room for under two-year-olds, children explore different materials and textures and investigate their own reflections in mirrors. Older children experiment with resources, such as paints, as they show curiosity and question staff to learn more. They mix paints together to find new colours and are proud of their achievements, showing visitors the colour chart displayed on the wall. Children use their imaginations well during role-play and often negotiate roles with their peers as they decide on characters and the nature of their game. All children have access to a wide selection of activities, resources and experiences inside and they have access to outside play areas on a daily basis. However, the outdoor play areas are not fully developed to ensure children have opportunities and access to activities and resources covering all six areas of learning equally outside.

Children learn how to keep themselves safe through discussion, activities and routines to promote their own awareness of potential risks. For example, children know how to use scissors safely and correctly and they are encouraged to take responsibility for their play and learning environment, often reminding others of the safety rules. They are gently reminded to pick up resources that fall on the floor so that others will not trip over them and tuck their chairs under when they have finished at table-top activities. The youngest children hold their arms up for cuddles and snuggle into staff while they have their bottles and during everyday activities. Older children show high levels of self-confidence, sharing their views and expressing their opinions openly in one to one situations and in small and large groups. They chat openly about their home lives and share ideas with staff about what type of activities they would like to do, showing they feel safe and secure with the staff team during their time at the nursery. Staff and children practise regular fire drills to ensure everyone knows how to evacuate the building quickly and safely in the event of an emergency. Children are able to explain what happens during a fire drill, showing an awareness of the safety procedures. All children are developing good self-care skills and learn about the importance of good personal hygiene. Children wash their hands at appropriate times and talk about 'washing away the germs'. Staff implement good hygiene procedures throughout the nursery to help prevent the possible spread of infection. For example, each child who needs a rest has individual, clearly labelled bedding and the nappy changing areas are immaculate. Staff wear disposable gloves and aprons and ensure the whole nappy changing area is cleaned with anti-bacterial spray immediately after use. Children are beginning to learn about healthy eating and the nursery cook provides an extensive range of nutritious well-balanced meals and snacks for all children. During snack time the children talk about what types of food are good for them and staff sit with the children, making snack and meal times a social event. Children show high levels of independence as they pour their own drinks and choose what they want to eat.

All children's behaviour is exceptionally good because they are fully occupied and

engaged in stimulating and interesting activities and experiences throughout the day. All staff implement extremely clear rules and boundaries consistently, as a result, the children know what is expected of them and are keen to follow the rules they have helped to develop. All staff offer high levels of praise and encouragement to the children, making them feel valued and part of the group. Children often remind each other of the rules, for example, remembering to share and take turns with resources. Staff take the time to notice the children's efforts and reward them with a smile or words of encouragement. For example, thanking children for helping others or tidying away after snack time. Children work exceptionally well independently and with their peers, showing excellent negotiation and cooperation skills. For example, children discuss and negotiate roles and the game format during role play. They confidently suggest ideas and compromise when necessary to ensure everyone enjoys the activity. As a result, children are developing exceptionally good relationships with adults and their peer group, promoting their awareness and consideration of others from a very young age.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met