

# Hop, Skip & Jump @ Christchurch

Inspection report for early years provision

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<b>Setting address</b>	Sumner Road, Croydon, Surrey, CR0 3LJ
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<b>Email</b>	
<b>Type of setting</b>	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**

Hop, Skip and Jump Pre-school at Christchurch opened in September 2001. It is one of three preschools run by Folly's End Church in Croydon. The pre-school operates from a church hall in West Croydon near the town centre. Children mainly come from the local area. The pre-school opens Monday to Friday from 9.15am to 12.15pm during school term time.

All children share access to a secure enclosed outdoor play area. The premises have ramp access and disabled toilet facilities. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 26 children aged two to under eight years at any one time. There are currently 28 children in the early years age group on roll. The pre-school employs four members of staff, all of whom hold an early years qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Effective steps are taken by the setting to evaluate its provision for children's welfare, learning and development. Children are making good progress in their learning given their capability and starting points. Children have their individual needs met well by staff who work in close partnership with parents who are encouraged to support their children's learning and development. There is strong management team in place who have a clear vision and plans for the future are well targeted to bring about further improvements to the setting.

## **What steps need to be taken to improve provision further?**

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

- ensure regular observations and assessments are carried out in order to plan effectively for children's next steps of learning
- provide more opportunities for children to self select play materials.

## **The effectiveness of leadership and management of the early years provision**

Staff have a good understanding of how to safeguard children. They have attended a number of training courses related to child protection. In this way they have ensured that their practice is underpinned by a good and up-to-date knowledge of the possible signs and symptoms of abuse and neglect and also the correct procedure to follow should they have any concerns. Rigorous risk assessments are

carried out to minimise risks to children. An accurate record is kept of children's attendance and visitors on the premises. The pre-school is well organised and children are very well supervised within the setting and there is a good ratio of adults to children to maintain children's safety. Children play and learn in an environment where they can move around safely and have easy and safe access to a wide range of toys and play materials that are stimulating and fun, although there are limited opportunities for children to self select play materials. Children are able to participate fully because activities are thoughtfully adapted to meet their needs. Staff are strongly committed to inclusion and enthusiastic about undertaking relevant training. Since the last inspection the pre-school have improved their record keeping to ensure that accidents are appropriately recorded. Washing facilities for children have been improved so they can wash their hands independently. Systems have been developed for evaluating activities and monitoring and reviewing the quality of the provision and activity plans for activities are now linked to children's next steps of learning. The pre-school have recently achieved accreditation through the Pre School Learning Alliance and have future plans to set up a dad's network group with the support of Sure Start.

The pre-school has a highly positive relationship with parents. They are very much involved and contribute their views and suggestions. These are actively taken on board and developed to enhance the provision and improve outcomes for children. Parents are very well informed about all aspects of their children's achievements, well-being and development. The setting provides tailored guidance and information on ways parents can support their children's learning, across different areas. Parents are encouraged to borrow toys from the pre-school's toy library and notice board displays and leaflets are written in different languages which highly reflect the local community. Parents can attend a family session once a week where they can have discussions with staff about their children's progress and meet other parents. The pre-school run valuable workshops so parents can complete first aid training and gain general parenting skills such as weaning, emotional contact and becoming a parent. New family sessions take place before the start of a new placement so that parents are fully informed of what the pre-school offer. Parents are invited to annual outings and lunch three times a year and, which is also used as feedback sessions on children's progress and achievements. Stay and play sessions are organised on a regular basis to introduce parents to activities offered to children and the framework of the Early Years Foundation Stage. During the inspection, parents gave very positive feedback about the services provided. They are extremely happy with the care and education their children receive. Staff have a very strong commitment to supporting parents to ensure that their children achieve the best possible outcomes in their learning and development. The pre-school have built strong links with schools that the children will attend to ensure progression and continuity of learning and care. The pre-school has a full range of policies and procedures, including one for complaints. These are regularly reviewed, updated and shared with parents. Staff regularly update their child care knowledge through attending relevant training courses. Children are assigned a key person who ensures that they receive appropriate support in their learning and development. There are effective recruitment and induction procedures in place to make sure that experienced and qualified staff work directly with the children. The pre-school

regularly monitor and evaluate the service they provide to maintain continuous improvement.

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

Staff use their good knowledge and understanding of how young children learn to provide an interesting, well, equipped and welcoming environment that successfully reflects children's backgrounds and the wider community. Activities are well planned to take into account children's individual development needs. Staff use observations and assessments to help them plan for children's next steps of learning, although they are not always done on a regular basis to give a clear picture of children's developmental progress. Physical activities are a part of the children's daily routine. An indoor hall is used for music and movement sessions, hop scotch and children have good opportunities to learn football skills with Prostars Football Company who visit the pre-school on a regular basis to promote healthy exercise and skills for the future. There is an outdoor area where children can use hoppers, bats and balls run around and roll down a grass verge. Children enjoy taking part in role play. They dress up in various outfits and pretend to cook using play food, plates and kitchen utensils. Paints and malleable materials such as play dough and shaving foam are readily available throughout the session so children can experiment and explore with different media. Children enjoy water play and have great fun washing dolls and filling up and emptying containers. Children are gaining good levels of independence as they make their own choices about the food they eat from the café style snack bar. They choose from fresh fruit, vegetables and snacks such as Bread and butter, toast, bananas, apples, cucumber, pitta bread, noodles, various cereals and a choice of milk and water to drink.

Children benefit from a range of activities outside the setting. They regularly visit the local library, museums, parks, stay and play groups and build a bear shop where they can create their own bear for the pre-school. Children go on trips to various places of interest such as annual outings to Brighton and Chessington Zoo. Children have good opportunities to investigate living things and find out about the life cycle of caterpillars and they were able to see them transform into butterflies. Zoo Lab visit the pre-school so children can learn about frogs, millipedes and hissing cockroaches. Children have an area in the outdoor play area where they can dig to find mini beasts and visit farms to learn about the habitat of different animals. Children are becoming aware of diversity as staff discuss festivals that take place throughout the year and have access to a wide range of resources, play opportunities and activities, which reflect diversity and acknowledge cultural differences. Some staff speak other languages so they often translate if a child is having difficulty understanding English. When children took part in 'what makes me special' theme they were able to dress up in their national costumes. Children are learning about everyday technology through the use of laptops and programmable toys and use cameras to take pictures. Children are developing good communication skills and they are beginning to link sounds to letters, recognise their name in print and name and sound letters of the alphabet. They

are able to practise mark making as they write their names on labels for toys they may bring to pre-school. There are story bags and story tapes that children are encouraged to borrow to take home and they have good access to books and regularly visit the local library to choose additional books for the pre-school. Children have good opportunities to problem solve and develop their reasoning and numeracy skills through matching games, puzzles, number cards and shape sorters. They are beginning to learn mathematical concepts such as more and less and understand adding and subtracting. Children sing action songs that encourage number recognition and use magnetic shaped blocks for making models and some children can count using numbers in the right sequence.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
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	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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

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

Met