

Hopscotch Day Nurseries (Botley) Ltd

Inspection report for early years provision

Unique reference number EY409191
Inspection date 18/01/2011
Inspector Amanda Shedden

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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

The Vicarage registered in 2010 and is one of four privately run nurseries owned by Hopscotch Day Nurseries (Botley) Ltd. The nursery is located in Curdridge, a rural area in Hampshire. The nursery operates within converted school buildings in its own grounds. Children have the use of the main building, the stable rooms and a hall. The nursery is registered to provide care for a maximum of 100 children aged under eight years at any one time. It is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. There are 56 on roll and of those 15 are funded three or four year olds. The nursery is registered on the Early Years Register and both the compulsory part and the voluntary part of the Childcare Register. All children have access to outdoor play areas.

There are nine full time members of staff, eight of whom have appropriate childcare qualifications. They also employ bank staff, a lunchtime assistant and a full time cook.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the children are receiving a good standard of care and education. Children make good progress towards the early learning goals through a range of activities that stem from their own interests. This is a fully inclusive setting where each child is recognized as unique and the staff ensure their individual needs are met. Children's health and safety are generally well supported. Highly effective and continuously monitoring systems are in place to ensure that all staff are involved in and contribute to the developments in the nursery.

What steps need to be taken to improve provision further?

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

- review the organisation of the toddler rooms to enable children to access drinks freely
- Conduct regular evacuation drills recording any problems encountered and how they were resolved to ensure both adults and children know what to do in the event of a real fire -

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded throughout the nursery. All staff have undertaken training and are fully aware of the procedures to follow if they had a concern about a child. Risk assessments for all the areas the children use are in

place and used effectively to ensure that the nursery is safe at safe at all times. However, not all the staff and children have experienced the evacuation procedure to ensure they would know what to do if an evacuation was necessary. Robust recruitment procedures are in place to ensure all adults working in the nursery are suitable. Effective induction procedures are in place to ensure that all new staff promote children's welfare.

All staff are first aid trained ensuring that if a child were to have an accident they would be treated immediately and correctly. All documentation is maintained to a high standard and all staff are fully aware of the policies and procedures in place.

The high aspirations of the management team and the close communication with the staff ensure that they work together to evaluate and improve this newly registered nursery. Many changes have already taken place for instance, the creation of a toddler unit with their own garden area. There are clear plans for the future development of the nursery which all the staff have contributed to. Monitoring all aspects of the nursery is undertaken by management and they support staff to keep their knowledge and skills up to date by offering appropriate training.

The environment is child friendly and welcoming. In each room there are displays of the children's work and commercial posters that are appropriate to the ages of the children in the room. There are good quality resources that are appropriate to the ages of the children that are being cared for. The resources are arranged to encourage children to self-select encouraging their independence. Each age range has their own dedicated staff team and rooms with other staff able to step in to maintain ratios. This enables staff to know the children well and be flexible in their deployment working well as a team to support the children at all times. The newly refurbished toddler unit is of a very high standard and the children are being supported to become independent by being encouraged to free-flow through all the rooms and self contained garden. The staff have arranged the rooms according to the ages being cared for, for instance in the baby rooms there many resources on the floor that the mobile children can easily reach and for the older children there are cosy book corners, role play areas and creative play areas or rooms. All children except the babies have gardens adjacent to the rooms supporting free-flow.

Equality is promoted throughout the nursery; staff have a clear understanding of each child's care and learning needs through discussions with the parents and observations taken on the children. Children are learning about the wider world and other cultures through activities such as exploring aspects of the countries that played in the World Cup.

The partnership with parents and other carers of the children is strong. Staff take time each day to discuss the children's needs and achievements with the parents. Younger children have daily sheets that explain the routine and experiences they have had each day. Parents are asked to contribute their observations of their child which are displayed outside each base room. These observations contribute to the children's individual files giving a wider picture of the child's developments. Parents are invited in to discuss their child formally twice a year and they are aware that

they may look at their child's learning journeys whenever they wish. Notices and regular newsletters keep the parents informed about the nursery, changes of staff or activities the children are enjoying. Good relationships have been made with the local schools to support a smooth transition into school.

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

All of the staff have a good understanding of Early Years Foundation Stage and are skilled at identifying the children's individual learning needs and incorporating them into the planning. Regular observations are taken and effective monitoring enables all staff to identify each child's next steps in learning and promote their learning through play. All staff are flexible in their approach promoting a balance of child-led and adult-initiated activities.

Staff react quickly to the children's interests and ideas to ensure that children are continually interested and motivated. For example the preschool room children enjoyed a new story book and it was decided to create a display of the book. The children had a great time making monster footprints and different parts of the body with collage materials. The discussion with the children included how and where it was going to be displayed keeping them fully included in the process. In the baby room children are learning to walk and many of them enjoy standing so the staff ensure that the resources and their interaction support this. In the toddler rooms they love getting messy so the staff ensure that range of sensory resources are available to them for instance shaving foam, play dough and painting.

Children feel safe and relaxed in the nursery; the older children are confident and competent, the toddlers are being encouraged to be independent and all children are able to communicate their thoughts and feelings through words or gestures knowing that the staff will respond positively to them. They know the routine of the day, older children washing their hands before meals and snacks and younger children sit and wait to be helped. Self-care skills are encouraged in the nursery and supported by the layout of the rooms and staff's interaction with the children. Babies are supported in having their own routines acknowledged and responded to, for instance having their feeding and sleeping times at times which support continuity from home all of which give them a feeling of security.

Children engage in activities that support their understanding of healthy lifestyles, they access the outdoors each day and engage in a range of physical activities both inside and outside. All children enjoy a range of healthy meals and snacks prepared for them on the premises. The older children help themselves learning about portion control. However not all children are able to freely access drinking water during the day.

Children's behaviour is very good. All children show a sense of security; they have warm and caring relationships with the staff and each other. They respond well to reminders, for instance hanging up their aprons and older children know that they

need to walk sensibly and quietly to their play room. Younger children are learning good behaviour patterns as they learn to take turns and give each other hugs if they upset each other. Young children are learning to care for each other, getting tissues for their friend so they can blow their noses. Older children play well together negotiating with each other and taking turns with the resources. Staff praise and encourage the children throughout the day building on the children's self-esteem.

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	1

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	1
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	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	1

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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