

# Hopscotch Day Nursery

Inspection report for early years provision

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**Unique reference number** EY365165  
**Inspection date** 18/01/2011  
**Inspector** Lynne Bowden

**Setting address** Bodriggy Street, Hayle, Cornwall, TR27 4ND

**Telephone number** 01736 755600

**Email**

**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 has been registered since 2007 and operates in the former Bodriggy School building in Hayle, Cornwall. It forms part of Hayle Children's Centre. Children have use of three playrooms and these are divided loosely into age groups: three months to two years, two to three year olds and three to five year olds. The nursery also provides before and after school care for children up to the age of eight. Children have access to two garden areas within the nursery and the children's centre garden, which they use under close supervision.

The nursery is open from 8 am to 6 pm Monday to Friday, all year and is closed for bank holidays. The setting is registered to care for up to 63 children aged from three months to eight years old.

There are currently 150 children aged from three months to under eight years on roll, with 101 being in the Early Years age range. The setting receives nursery education funding for two, three and four year olds. Children come from a wide catchment area. The nursery currently supports children with learning difficulties and or disabilities and with English as an additional language.

The nursery employs 17 staff, 16 of whom are qualified to NVQ level 2 or 3. A member of staff is working towards a childcare qualification. The group receives the support of family services.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and secure at this setting. Staff plan and provide a range of activities which interest children and promotes their learning and development. The setting have identified some of their strengths and weaknesses and plan to improve access to the outdoors for all age. They work well with other agencies to meet individual children's needs and have taken some steps to support children's communication. Parents are informed about the provision and their children's achievements and progress.

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

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

- establish the use of sign language throughout the setting to promote inclusion and communication
- improve the outdoor play area to enable the youngest babies and children to access it more frequently.

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

Children are safeguarded by the effective recruitment and vetting procedures which ensure that children are cared for by suitable and qualified staff. All staff have received training on safeguarding and this along with the safeguarding children policy and procedures provides them with the necessary information to safeguard children. Regular risk assessments are carried out to keep the environment safe and the premises are secure.

Staff ensure that children develop good hygiene habits, by reminding them to wash their hands at appropriate times. The outdoor play area can be used in all weathers by older children, but in poor weather it is not suitable for the babies. Nutritious snacks and meals are provided, along with drinks of milk or water. The setting has effectively met the recommendations made at the previous inspection. The keyworker system successfully enables staff and children to develop close relationships with each other.

Observation and assessment records show each child's progress and staff use these observations and their knowledge of the children to provide activities which interest children and promote their progress and development. Staff are welcoming and share information with parents, both informally each day and through their children's learning journals. The setting works effectively with other agencies such as the speech therapy service to meet children's individual needs. Staff have attended training in sign language and are beginning to introduce this to the children, but this is not yet embedded in the settings routines. Staff are all made aware of individual children's medical needs, such as allergies and treatment. The staff work well with the local school to support children's transitions there. They also share information with other providers of the Early Years Foundation Stage, if concerns arise.

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

Children become confident at this setting and respond well to the staff who show concern for their feelings. Babies are safely strapped into highchairs at mealtimes and children learn to go up and downstairs safely in the toddler and preschool room. Babies smile and raise their hands with delight when approached by their keyworkers, who carry out most of their care. This sense of comfort and security enables babies to relax and quickly fall asleep at nap time and enjoy and explore the variety of toys and activities provided for them. They make good progress in all areas of learning; they are engaged and interested in the range of activities and make good use of the wide range of resources available to them. Children learn to share resources and behave well. This is because staff quickly intervene at any sign of possible disruption, diverting children to other activities. They make good use of the outdoor area, where children are able to let off steam in energetic play. Ready, easy access to the outdoor play area lets most children enjoy the fresh air in any weather. Older children develop strength and balance as they enthusiastically carry containers of water from the water butt to the large sand

area. There, they are sheltered from rain or sun and thoroughly enjoy creating a rock pool. They also develop their balance on a range of natural equipment, build dens and enjoy making their way through a willow tunnel. Plans to provide an area where babies can also play in windy or wet weather have still to be implemented. Children become aware of and learn to respect and value diversity, because they routinely use and access a range of resources that present positive images of different cultures and disabilities. They also learn about their own and each others cultures when they discuss their and others family backgrounds, traditions and celebrations, encouraged by activities provided. Children enjoy exploring books with staff. They listen to instructions on computer programs with concentration and develop their mouse skills as they drag and drop objects on screen, using and consolidating their mathematical knowledge.

## 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	2

### The quality of the provision in the Early Years Foundation Stage

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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