

Hopscotch Nursery

Inspection report for early years provision

Unique reference number

509068

Inspection date

07/03/2011

Inspector

Maria Conroy

Setting address

Girl Guide Headquarters, Maricas Avenue, Harrow,
Middlesex, HA3 6JA

Telephone number

07979 346447

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*.

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Description of the setting

Hopscotch Nursery was registered in 2000. It operates from the Girl Guide Headquarters in Harrow Weald which is located within the London borough of Harrow. The setting is registered on the Early Years Register to care for a maximum of 25 children aged from two years to the end of the early years age group, at any one time. There are currently 56 children on roll. The nursery receives funding to provide free early education to three and four year olds. Children attend for various sessions. The setting supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as additional language.

The nursery is open each week day during school term time. Sessions are from 9.15am. to 12.15pm. with a lunch club on Wednesdays until 1.15pm. and additional sessions on Mondays and Thursdays from 1pm. to 3pm. The nursery employs one full-time and six part-time staff to work with the children. There are six members of staff who have recognised early years qualifications. The setting receives support from the Local Authority and they are members of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The nursery is not effective in fully meeting the needs of the children who attend, due to the weaknesses in the leadership and management of the setting. Children are not fully protected, due to the ineffective safeguarding procedures in place. The nursery has yet to undertake an effective self evaluation process and as a result some of the welfare requirements are not met. The nursery had some areas for improvement identified at the previous inspection and although they have addressed the majority of them, they have had minimal impact on the outcomes for children.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure there is an effective system in place to ensure that practitioners and other people aged 16 or over likely to have regular contact with children are suitable
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to do so; obtain an enhanced Criminal Records Bureau (CRB) Disclosure in respect of every person aged 16 or over (Suitable people)

- ensure that the nursery's policies and procedures are accessible to parents and staff (Safeguarding and promoting children's welfare)

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To improve the early years provision the registered person should:

- improve the systems in place for sharing information with parents such as the activities provided, details of key persons, children's developmental progress and offer support for extending learning in the home
- develop further the process of observation, analysing the information obtained to identify the next steps for learning to influence planning for children's individual developmental needs
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of the provision for all children
- improve the information obtained to assess suitability using evidence from references; full employment history; qualifications; identity checks; interviews and any other checks undertaken, for example medical suitability
- improve the risk assessment to include anything which a child may come into contact with

The effectiveness of leadership and management of the early years provision

The procedures for safeguarding children are inadequate. The system in place for recruitment is not robust and there is insufficient evidence available to demonstrate staff suitability; for example the provider has not undertaken Criminal Record Bureau checks for some of the staff employed. The setting has a designated person to take lead responsibility for safeguarding within the setting; however the procedures needed to support staff if the named person is not on site are not always easily accessible. The nursery undertakes risk assessments in the form of a daily check in relation to the areas used by the children, however this does not include all hazards a child may come into contact with. A range of policies and procedures are in place, however some of these have not been reviewed for some time and as a result do not contain all of the necessary details.

The nursery has yet to undertake an effective process of self evaluation; although they have identified some areas for further development, they have failed to identify a number of key weaknesses and as a result some of the regulatory requirements are not met. The areas for improvement identified at the previous inspection have been addressed, however there is still scope for further improvements. The nursery is keen to improve and attends regular training courses. In addition they have visits from the local authority development worker and respond to their advice.

The nursery staff have begun to obtain more detailed information on individual

children, about their likes and dislikes and they use this information to support children when they are settling in. Staff obtain key words from parents for those children who do not speak English as their first language enabling them to communicate with the children and meet their care needs. Children are learning about their own cultures and that of others through the daily activities, for example they look at various topics such as Spring and incorporate festivals throughout the years into planned activities.

Resources are well organised and they are set out attractively for children on arrival, encouraging children to take part in the activities provided. The play area has plenty of space for all children to move around and play freely. Children can self-select from some items which are placed on low level shelves and their interests are incorporated into the planning of the activities. The staff sit with children and support them in their play asking some open-ended questions to make children think for themselves and encourage language development.

The nursery has a generally positive relationship with parents and carers. Parents are given information about how the nursery operates and they are familiar with the routine and kept informed about topics and themes. There is generally a regular exchange of information with parents and carers, providing them with information on their child's care and well-being. However, there is less opportunity for parents to find out how well their child is progressing developmentally and what they can do at home to support their children's learning. In addition due to the organisation of the arrival and departure procedures, there is less opportunity for parents to have access to other information such as policies and procedures and activity plans. Parents comment they particularly like the friendly staff and the fact their children settle well and are happy. They also comment that they would welcome further information about their child's developmental progress and the activities their child takes part in.

The nursery is aware of their responsibility to work with other professionals and they liaise with local schools to ensure that children have a smooth transition from nursery. They also work with other professionals who enable them to give children the individual support they need.

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

Staff have a satisfactory knowledge of the Early Years Foundation Stage, they sit with children and support them in their play and generally ask open-ended questions to make children think for themselves. Planning is linked to the topics the nursery staff have chosen, linking in with seasonal events such as celebrations and numbers. In addition children's interests are also fed into the planning of the activities. The staff undertake the process of observation for individual children, however they have yet to effectively analyse the information obtained, to identify the next steps for learning, to support the planning for individual developmental needs.

Children have fun playing in the role play area, which has been turned into a workshop; they fix and mend things as they use pretend tools such as hammers, spanners and saws. They chat on the telephone to each other and pass on messages in their office. Children enjoy having a book read to them, they dress and undress dolls and complete a range of puzzles. They are learning mathematical concepts as they repeat patterns, use calculators and recognise the numbers on the 'counting cookies'. Very young children attend a separate session where there are fewer children, enabling them to explore and investigate the range of toys and resources available.

Children are beginning to develop an understanding of a healthy lifestyle. Children are encouraged to wash their hands before they eat snack and after they use the toilet. They are provided with a varied selection of foods for snack time, for example, fresh fruit and crackers. Children have regular opportunities to play outdoors; they enjoy jumping on the trampoline, kicking the football and playing skittles.

The lack of effective systems in place to establish staff suitably has a direct impact on children's overall safety. Children are supervised adequately; however the arrangements in place to protect and keep children safe are not robust. Children are beginning to learn how to keep themselves safe; they have taken part in fire drills and they learn about the role of people who help them when they have visits, such as, from the local police.

Children settle well due to the positive interaction of the staff, who provide a warm and caring atmosphere. Children are well behaved and are encouraged to share and take turns with the equipment. This is supported with the use of 'magic dust', in the form of a sand timer, to demonstrate to the children the meaning of time, when sharing their toys. Children's photographs are displayed around the wall giving them a sense of achievement and self esteem.

Children are beginning to learn the skills they need for the future as they have regular opportunities to communicate, for example, they enjoy taking part in action songs such as 'hop little bunnies'. They have access to battery operated toys and they take part in problem solving activities such as, sequencing, completing various puzzles and constructing from various materials.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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