

# Hopscotch Pre-School

Inspection report for early years provision

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<b>Inspector</b>	Jayne Rooke

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<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*.

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## **Description of the setting**

Hopscotch Pre-school Play School is privately owned. It was registered in 1999. It operates from Moira Dale Village Hall in Castle Donnington, Derbyshire. The pre-school serves the local and surrounding areas and has strong links with local schools. The pre-school is accessible to all children and there is a public park area available for supervised outdoor play.

The pre-school opens Monday to Friday during school term time. Sessions are variable and operate between 9.00am until 12.30pm throughout the week. Afternoon sessions operate on Monday and Tuesday from 12.00 until 3.00pm. A lunch club operates each day. The setting offers a mother and toddler session on Wednesday afternoon, from 1.00pm until 2.45pm. Children may attend a variety of sessions.

A maximum of 26 children may attend the pre-school at any one time. There are currently 48 children on roll who are within the Early Years Foundation Stage. The pre-school is registered on the Early Years Register. The pre-school provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs eight members of child care staff, all of whom hold appropriate early years qualifications. The provider is working towards an early years foundation degree. The pre-school receives support from the local authority.

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

Overall the quality of the provision is outstanding.

Children feel confident, happy and settled within this well-organised and fully inclusive environment. They enjoy a stimulating and exciting range of play and learning experiences which present good levels of challenge and have excellent access to a wide range of resources. Observation and assessment information is used very well to monitor and support each child's progress through the Early Years Foundation Stage programme. The highly committed team of staff engage well with other childcare and health professionals, ensuring children receive consistent and complementary care. Staff form positive and trusting partnerships with parents, offering some opportunities for them to support their child's learning at home and within the setting. Self-review systems are used exceptionally well to promote improvement through continuous professional development.

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

To further improve the high quality early years provision the registered person should consider:

- developing further opportunities for parents to support and extend children's learning and development at home and within the setting.

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

Children are fully safeguarded because robust procedures exist to protect them from harm and neglect. Policies and procedures are highly effective in practice, ensuring that staff react promptly to any concerns about a child's well-being and offer family support. Children are closely supervised at all times by staff that have undergone the necessary suitability checks. Innovative ideas such as completing the 'Mr Bump' form enables parents and carers to share information about any injuries that children have received at home or within the setting. Improved communication systems are being developed which enables staff supervising outdoor activities to call for immediate assistance. Thorough risk assessments are conducted for all areas of the setting, the equipment children use and for each outing or event. This effectively minimises risks to children's safety.

Children are actively encouraged to think about their own personal safety. They understand and follow clear instructions for the fire safety drill. They know that they have to stay within set boundaries when they are playing outside. Additional activities and projects are carefully planned to help children understand who they can trust in an emergency and where to go to seek help. Detailed information about each child is obtained and accurately recorded and all of the necessary consents are in place. This ensures that children receive safe and individualised care.

Children develop a positive attitude and an active approach towards equality and diversity. Toys, equipment, games and outings are used effectively as a springboard for discussion about people who have different lifestyles, religions, ethnicity and abilities. Staff offer sensitive support to help children consider their needs and feelings as well as those of others in response to people who may have disabilities and life-limiting illnesses. Each child is valued as a unique individual and their needs and interests are carefully supported. There is an effective policy in place to promote inclusion and anti-discriminatory practice.

The provider and staff are highly committed to providing excellent standards of care through continuous self-review and professional development. They attend regular meetings and training events which helps them to identify what works well and to highlight key areas for improvement. They work closely with early years advisors to develop and enhance their practice and share ideas with other providers and trainees. Parents and carers are invited to share their views on what they would like the group to 'stop', 'start' and/or 'continue' to support the educational and care programmes. The setting takes an active part in a variety of development initiatives such as local authority quality reviews. They have recently achieved an accreditation award for the 'Start to Play' programme which enhances children's physical fitness and learning through outdoor play. Activity plans focus on children's special interests and increased provision for imaginative play.

Recommendations from the previous inspection have been successfully addressed. As a result, significant developments have been made to encourage children to take ownership of their everyday routines, play and learning. The environment has been re-organised so that children become more independent in their self-care. Outdoor play is well planned and organised throughout the day so that children benefit from regular fresh air and exercise. Heating systems within the setting have been upgraded so that the risk to children's safety has been removed. Staff have attended food safety and hygiene training so that they are well informed of current guidelines and practices to prevent the spread of infection.

Children have access to an excellent range of resources which significantly enhance their learning and progress. The hall is bright, cosy and welcoming which helps children to feel settled and secure. They make independent choices from a wide range of toys and equipment which they thoroughly enjoy. High ratios of adult support ensure that children receive consistent care and attention. Staff are actively engaged in children's play, offering a well-balanced programme of learning experiences.

Successful partnerships with parents, carers and other childcare professionals ensure that children receive complementary care and education. Children with identified needs receive excellent levels of support at an early stage, enhancing their progress. Parents are well informed about all aspects of the provision and their child's progress. However, there are few opportunities for them to become actively engaged in the educational programmes. This potentially minimises opportunities for parents to support and extend their child's learning and development at home and within the setting. Comments received from parents are positive and complimentary, offering high levels of praise for the staff's commitment to children's care and learning and the support provided to families. Established links with local schools and other childcare providers help children to transfer smoothly between settings.

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

Children make excellent progress towards the early learning goals because they take an active part in planning and organising their own activities and projects. Staff provide an extensively-resourced environment which enables children to choose from a well-balanced programme of activities which cover all areas of learning. For example, children recognise their identity from photographs and in written words as they self-register their attendance on arrival. Younger children follow instructions which guide them to choose their own areas of play, seeking adult support when needed. Older children confidently engage in conversations with adults about the different types of shoes they wear, and compare how to fasten them up with velcro or laces.

Children enjoy the company of each other, playing cooperatively in small groups during their imaginative play. Their creativity and imagination is significantly

enhanced as they use readily-accessible pens, crayons and pencils to make spontaneous patterns and drawings on paper. They create recognisable pictures as they draw an extension to their train-track models, giving clear explanations of their thoughts and ideas. Staff support children's learning skilfully, helping them to create a 'pirate ship' out of the upturned seesaw when children wish to develop their imaginative play. Children have lots of fun as they use a range of tools and materials to make a flagpole, decorate flags and fold paper hats. They practise and develop their skills through meaningful and practical activities. They draw and write with increasing control and coordination, using writing materials freely in their role play. Art and craft activities and materials are frequently accessible to enable children to express their thoughts and feelings in a variety of ways. They listen to their favourite tunes and stories as they select discs to put onto the CD player competently. Younger children show their increasing understanding of how to operate technology equipment, showing how to press the forward, reverse and play buttons to activate the music. Staff clearly identify opportunities to extend children's knowledge, offering time for children to use a mouse and keyboard with appropriate computer software when they are ready to progress to their 'next steps'.

Children participate eagerly in cooking and baking activities that provide a wealth of learning experiences. They sit patiently waiting for their turn, although this sometimes takes longer than anticipated. They listen carefully and follow precise instructions for weighing and measuring out ingredients, using the written instruction list to check that they have all they need. They describe what they have to do confidently, recalling the sequence of events and predicting what will happen next. They use mathematical language as they count how many eggs and how much flour and butter they must add to the bowl. They use small tools and equipment with increasing control as they fold and stir the mixture, and find out how the dry ingredients change when liquid is added to form dough. Staff engage children skilfully in conversation, which helps them to think about sounds and letters. Children laugh and giggle as they identify a number of things beginning with 'n' such as 'nose', 'nest' and 'noise', receiving lots of positive praise for their 'very clever' suggestions.

Children develop high levels of confidence and self-esteem. They receive frequent compliments from the staff for their successful achievements and willingness to help with tidying-up routines. Children's personal and individual items are highly valued and staff take great interest in the things that children talk about and say. Children's special moments outside of the setting are celebrated during group discussion, as they share their significant events which have been posted by their parents in the setting's achievements box.

Children learn about their local community and the wider world as they take part in a variety of festivals and celebrations throughout the year. They take part in fund-raising projects which help them to consider the needs and feelings of others. 'People who help us' projects are carefully planned to demonstrate that men and women are involved in different types of work and to support children's safety awareness.

Children's good health and body awareness is raised as they follow good hygiene

routines competently. Older children explain clearly why it is important to wash their hands so 'germs do not get on food'. Their independence and self-help skills are further advanced as they prepare and serve themselves food and drinks at snack time. Children are physically active indoors and outside, using a variety of wheeled toys and large and small play equipment. They enjoy quiet and rest when they sit together for a story and at meal times.

Children behave well because staff are positive role models, dealing with disruptive issues in a calm and sensitive manner. Children understand and follow sensible rules and boundaries which are clearly explained. For instance, they know they must not go beyond set points from the pre-school building when they are playing outside and must not approach unattended animals. They understand that they must always stay within sight of pre-school staff so that they can play safely.

Staff observe and assess children's development and progress skilfully. They use initial and ongoing information about children's abilities and capabilities to devise activity plans which focus on children's interests, skills and needs. They set realistic and achievable goals to enhance children's progress, helping them to develop exceptionally strong skills for the future.



## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

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

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