

Hopscotch Day Nursery Ltd

Inspection report for early years provision

Unique reference number EY368642
Inspection date 06/04/2011
Inspector Lynn Reeves

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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*.

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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 is one of four nurseries run by Encore Day Nurseries Ltd. It opened early in 2008 and operates from converted stables in a rural location on the outskirts of Titchfield Common, Fareham in Hampshire. The nursery is open each weekday from 7.30am to 6.30pm all year around. All children share access to secure outdoor play areas.

The nursery is registered to provide care for a maximum of 75 children under eight at any one time and of these, no more than 25 may be under two years.. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 113 children on roll, of whom 42 receive funding for early education.

There are currently seventeen members of staff working with the children, 12 of whom hold relevant early years qualifications and three of whom are working towards their qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development as they are provided with experiences and activities that cover all areas of learning. Staff plan activities that are fun and interesting and are skilled at ensuring all children can take part, whatever their stage of development or background. Children are safe and secure: their welfare needs are met exceptionally well. The nursery has strong partnerships with parents of children who attend, which ensures that staff are able to identify children's individual needs. Most policies and procedures are implemented effectively. The setting has addressed the previous recommendations and staff are working together to identify and address any areas for development, continuously driving improvement for the benefit of the children.

What steps need to be taken to improve provision further?

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

- increase opportunities for children to access to the full range of resources for play
- review the organisation of snack and meal times to further develop children's independence

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted by the high standard of record-keeping, documentation and good support by the staff. Policies and procedures are implemented effectively to safeguard children. Staff have completed 'Safeguarding Children' training and there is a robust system in place for ensuring all adults are vetted, which is updated and reviewed annually. The ongoing suitability of all staff is monitored through practice observations, training opportunities and appraisals. All new staff are required to complete a thorough induction programme during a three month probation period, ensuring everyone is fully aware of how the setting works and the high expectations of the management team. Comprehensive risk assessments of the setting mean that children can move around in a safe, secure environment where hazards have been minimised. The nursery has procedures to ensure all visitors to the site sign in and out and key pads prevent any unknown visitor gaining access. The nursery have state of the art security systems to monitor the welfare of the children in all areas of the nursery and the system is also used as a training tool for the staff team to review and develop their own practice to drive improvement.

Most of the staff are qualified or working towards an early years qualification and have good knowledge of the Early Years Foundation Stage and the early learning goals. This ensures the children progress well in all areas of their learning. Staff deployment is very good, ensuring all children are fully supervised and receive support and encouragement throughout the day. The manager and staff value every child as a unique individual and interact well with the children. They sit down on the floor and take part in the children's chosen activities, or stand back to let their own play develop. All staff have a good understanding of the children's individual needs and backgrounds ensuring they are able to meet their needs at all times. All children in all age groups are making good progress towards the early learning goals.

The nursery is light, bright and colourful and very welcoming to both children and their parents. Examples of children's artwork and creations are displayed, developing their sense of belonging and achievement. The children have access to the resources and materials within their own base rooms that are suitable for their age and stage of development. The equipment is stored at a low level and labelled to encourage the children to make their own choices. However, some activities are not appropriately resourced to ensure the children get the most from their play opportunities. Staff show an awareness and have a good understanding of equality and diversity, enabling them to provide a service which is inclusive for all.

The setting communicates well with all parents, enabling them to work together in partnership. Staff spend time getting to know the children and their families before they start attending and they discuss and record the children's welfare requirements in detail. Records include information about the children's favourite things, sleep routines, dietary requirements and any medical, cultural or religious needs. Parents are provided with information displayed on a notice board, through consultation, questionnaires, a suggestion box and regular newsletters. Parent's

evenings are also provided to encourage good working relationships and to help with fund raising events. Parents are able to speak with their children's key person at any time and have access to their child's learning journals on request. Parents are also encouraged to be involved in their children's learning and they contribute to the 'Wow' boards in each of the play rooms, sharing and celebrating their children's achievements both at home and in the nursery. The setting had good links with the schools and other professionals and provides a written 'transition' record for schools when children leave.

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

Children make very good progress in their learning and development because the setting is extremely child-centred and conducive to their growing independence and development. Children are highly motivated and purposeful; showing good levels of concentration as they independently set out, work with and put away the various activities available to them. For example, one child wanted a steering wheel for his boat; he worked alongside a member of staff to draw a steering wheel and cut it out, then decided he would use a play saucepan lid as he said this was round and looked like one. Some children decide to make cards and find the card, scissors, glue and glitter to create their own designs; however the resources were low and prevented some children completing their designs.

Staff spend time observing the children at play and record what they can do. They collate the information to identify the children's individual next learning steps and plan a wide range of activities and experiences to ensure they continue to make consistent progress, promoting their learning and development successfully. Most activities are child led and are an extension of what the children talk about and decide they want to do. For example, recently the children pretended to sell ice-creams in the garden, so the staff organised the role-play area into an ice-cream parlour. The children have cut out and decorated cardboard ice lollies, made cones with cardboard and filled them with coloured tissue paper. They have play tills, money and writing materials to take the orders. They enjoy asking adults what flavour they would like to buy and use their own imagination as they decide to sell chocolate and ham flavoured cones. There is a calm atmosphere in the pre-school room and children remain busy, moving from one activity to another, indoors and outdoors. The children thoroughly enjoy playing in the garden, riding their bikes and scooters around the track, stopping at the petrol pump and car wash. They enjoy playing in the soap suds and using the cloths to wipe the dirt away and play races around track demonstrating good spatial awareness of others. Children develop good muscle control and balance as they play on the slide and walk over the logs, they develop their curiosity as they dig in the dirt, searching for bugs, or just enjoy sitting in the shade under the tree with a member of staff for a cuddle as they get tired. Children demonstrate good skills working the mouse on the computer, confidently changing the programmes and attempting to write their names. Others just enjoy dressing up as super heroes or sitting on the blanket to look at books.

Staff in all the play rooms are attentive and respond well to the children's needs, asking open-ended questions to challenge the children's thinking and providing additional resources to extend their ideas. All children have the opportunity to explore and experiment during their time at the setting. For example, in the baby room they enjoy pushing the strollers around as they start to find their feet, they laugh, babble and clap as the staff sing to them and receive lots of attentive cuddles when they are being fed their bottles or getting ready to be put down to sleep. The toddlers enjoy the different materials and textures and investigate using their fingers and hands as well as the paint brushes to make marks and designs. Several children enjoy putting their hands in the flour and water, whilst others enjoy sponge painting. The children play make-believe as they talk to others on the play telephones and push their dolls around in the buggies.

Children demonstrate good levels of independence, following routines such as washing and drying their hands at snack time and finding tissues when they need them. However, these skills are not fully promoted as the snacks are already cut up and prepared by the cook. Lunches are also served to the children and the cutlery handed out to them. This prevents the children from developing their independence in learning how to serve themselves or use cutlery effectively from an early age.

Children with additional needs, or who have English as an additional language are identified and well supported both within the setting and by calling upon external professional help. Children build very positive attitudes to learning, by enthusiastically engaging with the equipment and resources which they use imaginatively and experimentally. Children's language and vocabulary is developed as they interact with staff and one another. All the adults speak very respectfully to the children, explaining clearly and carefully what is required of them, and encouraging politeness and good manners in return. Children are starting to learn to link sounds and letters and find their names on arrival and on the rolling snack table. Children mark make in all sorts of situations, such as in role play to make lists, using the chinks and marker pens on the boards and attempt to label their own work. Children enjoy sitting in the book corner and handle books with care. Festivals are celebrated with food, music and artwork throughout the year.

Children are aided in keeping themselves safe and healthy. Staff gently remind children about moving sensibly and whilst thinking about their own and others' safety. They know that they must wear protective clothing for messy play and put on their sun hats before playing outside. Most children have free flow access to the outdoor area, though this is optional and they can stay inside if they wish to. The babies are carried downstairs several times a day to benefit from fresh air and physical development. The children practice regular fire drills and staff regularly model behaviour, for example, demonstrating what might happen if they leave their chair out instead of tucking it under the table and making children think about the consequences of their actions. Staff implement good hygiene procedures throughout the nursery to help prevent the possible spread of infection. For example, each child who needs a rest has individual, clearly labelled bedding and staff wear disposable gloves and aprons and ensure the whole nappy changing area is clean. Children benefit from the well planned range of healthy and nutritious meals which are prepared for them. The cook is knowledgeable

regarding healthy eating and uses her skills to prepare well balanced meals and snacks from scratch. All staff are fully aware of children's dietary needs and the cook has prepared a folder of information to ensure personal requirements are known to all who prepare and serve food.

Children enjoy their time at nursery, building warm and friendly relationships with one another as well as the adults around them. The consistent rules and boundaries implemented by staff are effective and children learn the sound basics of good behaviour by being reminded of the nursery rules. The children are confident and articulate, able to express their needs and feelings and ask questions. They are able to direct their own learning, experimenting and solving problems as they use the resources and interact with their surroundings.

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	2

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	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

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	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