

Hop, Skip and Jump Cotswold

Inspection report for early years provision

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Inspector

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Hop, Skip and Jump Cotswold opened in 1982 and is funded and managed by Seven Springs Foundation. The centre operates from two log cabins located in the rural area of Seven Springs to the south east of Cheltenham. The centre has an art room, main hall with soft play area, kitchen, sensory room, clinic, parents room and changing and toilet facilities. There is an enclosed adventure play area and playing fields for outdoor activities. The centre support children who have special educational needs from Gloucestershire and are open to groups on a pre-booked basis, families are welcome at any time. The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 60 children may attend the holiday play scheme, after school club and Saturday club at any one time. There are currently 21 children aged from four to under eight years on roll and of these, four are in the early years age group. Additional care is provided for children up to 16 years. The centre is open for the after school club from 3pm until 6pm on Mondays to Thursdays, during term times. The holiday play scheme is open from Mondays to Saturdays from 10am until 3pm. During term times the centre is open on Mondays from 9.30am until 7pm, Tuesdays and Wednesdays from 9am until 7pm, on Thursdays from 10.30am until 9.30pm, on Fridays from 9.30am until 3.30pm. On Saturdays the centre offers respite care all year round, from 10am until 3pm. The centre is open all year round including bank holidays. The centre's mini-bus is used to collect children from either their homes or school to attend the centre. The children are cared for by a team of 22 staff, including the centre manager, all of whom work full-time and part-time. Most hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff are warm, caring and gentle in their approach towards the children and provide good quality childcare. Children appear to enjoy their time at the setting and the environment is exciting, stimulating and adapted to accommodate children's individual specific needs. There is a good partnership with parents and partnerships with other early years settings is in the early stages and requires some development. The group's self-evaluation does not fully identify areas to develop; and it has not identified that some legally required information on the children has not been obtained. However, the manager is able to discuss some areas they would like to develop in the future. The provider demonstrates a satisfactory capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain information in advance of the child being admitted, about who has legal contact with the child and parental responsibility for the child (Safeguarding and promoting children's welfare)

09/05/2011

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

- develop further the partnerships with other early years settings, so that all adults involved with the children contribute to their learning opportunities and development
- consider evaluation of practice and the use of self-evaluation as the basis for ongoing improvement.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. Staff are fully aware of the procedures to follow in the event of having any concerns about children in their care. Clear, detailed records of accidents and any existing injuries are recorded and shared with parents. Detailed records are kept of children's medical history and any medication they require during the sessions. Information about who has legal contact and parental responsibility is not obtained in advance of a child being admitted to the provision. This is a breach of a specific welfare requirement. Good routines are in place to ensure children are safe when at the setting. Security of the premises is excellent and access is only gained to the centre and its surrounding land through a gate that is always locked. Excellent risk assessments are in place and cover all equipment both inside and outside the building. Staff are vigilant in their supervision of the children and due to the individual special needs of the children, most of them having a one-to-one adult ratio. This ensures that all children are kept safe when on the premises.

Resources are used effectively to help children explore, learn and develop their particular skills. Children have excellent access to the surrounding play areas and are able to wander freely between the inside and outside areas. They also have access to sensory rooms which are used to help calm them and introduce them to different colours and light effects, such as the white room and dark room. The setting is fully inclusive and the staff support the children extremely well as they interact with them. They show great care for all children and treat them as individuals.

There is a good partnership with parents' and carers and information is shared between them regularly. Parents and carers are supported well by staff and they feel relaxed when they leave their children at the setting. Detailed notice boards are easily accessible to parents, with photographs of the staff up and other relevant information. Some children are collected and delivered back to their home in the centre mini-bus and staff are careful to ensure that information continues to be shared at this time. The partnership with other early years settings are in their

infancy and although staff have started to share basic information with them, more detailed information about children's behaviour and individual needs is not yet shared regularly.

The self-evaluation process has been started and is in its early stages, the new centre manager and staff have not fully identified the settings strengths and weaknesses and areas to improve. The process also failed to identify that some paperwork required improvement. Through discussion the centre manager is able to clearly identify some areas for development, such as extra training for staff and the improvement of links with other early years settings. All recommendations from the last inspection have been fully completed and demonstrate a commitment to continuously improve the practice and provide good quality childcare.

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

Children have access to a large outdoor environment where they are free to investigate and explore their surroundings. They appear to enjoy these surroundings, playing with the sensory equipment such as wheels, balls, large tricycles, go-karts, balls, climbing frames, slides and large swings. Staff offer support to the children as they explore and investigate their surroundings. They offer them plenty of praise and encouragement as children achieve their goals. Children are able to independently choose from activities that are easily accessible around both inside and outside. Children enjoy balancing on the low impact walls holding hands with their key person as they constantly walk along the wall and back again. Children enjoy using the large climbing frames to climb to the top and shout to everyone to indicate where they are.

Staff and children relate well to each other and new children confidently approach staff and obviously feel safe with their key person which indicates trusting relationships are being built. Children benefit from a wide range of activities which provide stimulation and chance to explore textures. Children have the benefit from a combination of relaxing and physical activities. They are able to relax in the sensory rooms with lights and images on the walls, or reading books, lying in the ball pit. Children enjoy looking at books with their key person; they sit on the floor and turn pages carefully as they look at the pictures. Children are able to run freely and safely outside. Staff treat children with respect and use praise and encouragement to promote their self-esteem. Children's behaviour is managed in a calm, patient manner by all staff. This helps to encourage children to respond in positive manner.

Children are beginning to learn the good personal hygiene routines, washing their hands before snacks and meal times. Paper hand towels and hand dryers are used to minimise the spread of infection. Staff have good routines in place to protect the children and two staff always change a child's nappy or clothes. Disabled toilets with large changing mats are used and children's privacy is maintained at all times.

During the holidays parents provide a packed lunch for the children. Staff sit with the children to provide help where needed so they are able to develop the necessary skills to feed themselves independently. Staff provide healthy meals for the children during the after school clubs and these meals are provided from the children own selections. Staff are good role models and when preparing food use aprons. Staff ensure children do not become dehydrated as they ensure they are regularly asked if they want drinks and during the inspection the staff had started to use curly straws to try and encourage the younger children to drink more fluids. Meals times are very social times and a friendly atmosphere is created where all children are able to interact with their friends. Any parents and carers who are also present at the setting with their children are invited to join in at meal times which helps make this an enjoyable social time.

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

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|--|---|
| 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 | 3 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| 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 | 3 |
| 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 | 3 |
| The effectiveness of partnerships | 3 |
| 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

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| 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

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| The provider confirms that the requirements of the compulsory part of the Childcare Register are: | Met |
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| The provider confirms that the requirements of the voluntary part of the Childcare Register are: | Met |
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