

Hopscotch Pre-School

Inspection report for early years provision

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Inspector

Michael Bartleman

Setting address

Chiseldon Primary School, Castle View Road, Chiseldon,
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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).

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 Pre-school and Activ8 out of school provision was registered in May 2005 and is run by a parent committee. It operates from two buildings within the grounds of Chiseldon Primary School, near Swindon. The accommodation includes playrooms, cloakroom, toilets and kitchen area and an outdoor play area. The children may also use areas of the school grounds for outdoor play. Children attending Activ8 also have access to the school computer suite. The pre-school serves children from the village of Chiseldon and surrounding areas. The pre-school is open for five days a week during term time. It may care for no more than 20 children under eight years; of these, not more than 20 may be in the early years age group, and of these, none may be under two years at any one time. It runs a breakfast club from 7.45am-8.45am for children from pre-school and primary school. The pre-school sessions are from 8.45am-11.45am and children may stay for lunch club until 12.30pm. There is a separate session for two-year-olds on Monday and Thursday afternoons from 1pm till 3pm. There are currently 56 children aged two to four years on roll. Of these, 37 children receive funding for early education. The setting currently supports children with special educational needs and/or disabilities. Activ8 cares for children aged between four and 14 years after school and in the school holidays. Six staff work with the children. All staff have early years qualifications to National Vocational Qualification level 3, and two members of staff are working towards an early years foundation degree. The group receives support from an advisory teacher. The Hopscotch Pre-school and Activ8 are registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The pre-school provides a safe, inclusive and caring environment in which children are happy and enjoy learning through play. Staff develop close relationships with children and establish good working partnerships with parents and carers. Children's learning is sporadic and the systems in place to track and monitor their progress are not fully effective. There is now a clear commitment to the improvement of the setting that has led to recent improvements in provision and outcomes for children. There is currently insufficient focus on the development of the outside areas, cultural aspects of the activities planned and the use of assessment information.

What steps need to be taken to improve provision further?

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

- develop more opportunities to help children gain an awareness of the cultures and beliefs of others and promote diversity further within the setting
- ensure all records relating to the running of Activ8 are fully completed,

- easily accessible and available for inspection
- ensure that details of fire-evacuation drills are recorded in a fire-log book, and that the risk assessments of the outdoor area are clear that these cover anything with which a child may come into contact with
- ensure that assessment and evaluation procedures are based on recorded observations and are an integral part of planning for the next steps in children's learning and development.

The effectiveness of leadership and management of the early years provision

All adults working with children hold a valid first-aid certificate and are appropriately vetted to ensure they are suitable to do so. Staff have attended safeguarding training and are fully aware of their role and responsibility for protecting children in line with Local Safeguarding Children Board procedures. All required documentation is in place and is suitably maintained to ensure confidentiality. The pre-school has routines to maintain children's security and to ensure their safety during daily sessions. There is a stair gate securely positioned to prevent children's access to the kitchen in the setting and the main entrance is kept locked.

Resources are satisfactory and include a role play area, and an attractive book area, together with several tables containing writing, numeracy and creative activities. There are written risk assessments for the setting the records lack some clarity that these cover everything that the children come into contact with when using the outdoors. Children are fully supervised when playing inside and in the garden area. There are records to show how risks are assessed for local outings. Fire-evacuation procedures are displayed and fire-safety equipment is in place. Children know the routines for practising a fire drill. However, these are not recorded and evaluated in a fire-prevention log book. The pre-school has all regulatory requirements in place for managing accidents and medication needs. This is an improvement since the last inspection.

The new management committee have focused improvements well, based on an accurate self evaluation and review of the setting. There is a clear drive for improvement although there is still much to do in terms of embedding procedures and policies. Activ8, the before-school club, is less precise in maintaining records, although they have successfully improved liaison with the school.

The key workers meet regularly with parents and carers to share information regarding children's development and progress. The pre-school actively promotes equality and diversity and ensures children are fully integrated in all activities. Partnerships with parents and carers have improved with better communication recently. Notice boards and a 'WOW' board in the foyer, together with emails and newsletters ensure that parents and carers are kept informed about activities and pre-school life. An open-door policy enables parents and carers to speak to staff at any time. However, information about the children's individual next steps is not used effectively to plan activities or shared consistently with parents and carers.

The staff team work hard to ensure a consistently welcoming, stimulating and child-friendly environment. Children with special educational needs and/or disabilities are supported well through links with other agencies, especially when developing speech and language. Parents and carers feel that their children are doing well, particularly with their social and communication skills. They are invited to be part of the management committee and included in many fundraising activities, but links with them are satisfactory rather than good. Staff liaise well with local schools and other professionals, to help ease transition.

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

Children enjoy their time at the setting as they are kept occupied and are supported by a consistent and experienced staff team. Children show satisfactory levels of confidence and talk about what they make. They are encouraged to be independent and show good perseverance, for example, when climbing up steps one by one to go down the slide. Children benefit from levels of interaction from staff who act as positive role models. Children work well together, sharing and taking turns as well as working as a team during routines, such as tidy-up time.

Children are greeted warmly as they arrive at pre-school. They enthusiastically explore the activities on offer and begin to engage in a period of free play before the first of two group times. During this time, the register is called and staff talk to children about the weather, days of the week and count the number of children present. Children enjoy a period of free-flow play when they choose what they want to play with, before clearing away for a group time, with adult-led activities. Although adults sit with children at activities, talk to them and praise and encourage their achievements, children's learning is not always fully extended. For example, at snack time, although children are encouraged to develop their independent skills by pouring out their own drinks and helping themselves to pieces of fruit, opportunities are missed to extend children's mathematical thinking by involving them in cutting up the fruit or reinforcing healthy lifestyles.

Children are confident at organising their own play. For example, several boys enjoy playing in the home-corner together, pretending to be superheroes while others cook and use mark-making materials to develop their early writing skills. Older children are enthusiastic about trying to write their own names but have to ask an adult for help as their name cards are not included in the resources on the writing table, for children to copy. The setting lacks adequate resources for the children to learn about other cultures. Children learn about nature and take part in range of physical activities in the outdoors area. The quiet garden area is used well for circle games and singing rhymes.

Children form good friendships and develop appropriate social skills, such as sharing and taking turns. They learn about keeping themselves safe, for example, whilst playing on the climbing frame and behaving considerately towards one another. Children are encouraged to adopt good hygiene habits, such as washing their hands. They learn their letter sounds and numbers through opportunities during play, such as lining up and counting cars and through more formal adult-led

activities. They show an interest in stories during large-group activities. Children like their art and craft activities and create their own characters during role play. There is an increasing balance between child-initiated play and adult-led activities but staff do not consistently extend the children's learning after they have chosen activities for themselves. This often leads to children wandering between activities with little focus during the sessions. At other times, the children are guided more purposefully. As a result, the children's progress is sporadic.

Children learn skills for the future as they play alongside their peers, but they do not have access to resources which gives them an understanding of technology, but do have free access to a range of books which they use well. Staff know the children well. Regular observations are carried out about what children can already do, however these are not cross referenced to the areas of learning and not used to track the children's progress across all areas of learning. Some activities are evaluated to assess if learning objectives have been met. If they have not, they are adapted to use again.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

The quality of the provision in the Early Years Foundation Stage

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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	3
The extent to which children adopt healthy lifestyles	2
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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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