

Hopscotch Corner

Inspection report for early years provision

Unique reference number

EY408536

Inspection date

04/05/2011

Inspector

Liz Whitehead

Setting address

Greetland Methodist Church, Rochdale Road, Greetland,
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Hopscotch corner is privately owned and offers before and after school care. It has been registered since 2010. It operates from the Methodist church in Greetland, a suburb of Halifax. There is an outdoor play area adjoining the premises. The setting is open Monday to Friday from 7.30am to 8.30am and 2.30pm to 6pm, term time only. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 16 children from the age of three years may attend the setting at any one time. There are currently 35 children on roll. Three members of staff work with the children, two of whom hold an appropriate early years qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children are confident, settled and enjoy their time at the setting. Staff regularly reflect on their practice and are keen to improve. However, a number of legal requirements are not being met which does not effectively promote children's well-being. Professional partnerships with parents and established links with other settings enable children to make steady progress in their learning and development.

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:

- | | |
|--|------------|
| • request written parental permission to seek any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) | 18/05/2011 |
| • devise a written procedure for dealing with concerns and complaints from parents (Safeguarding and promoting children's welfare) (Also applies to both parts of the Childcare Register) | 18/05/2011 |
| • carry out a full risk assessment, which includes an assessment of required adult:child ratios for each type of outing, specifically walking to and from school (Safeguarding and promoting children's welfare) | 18/05/2011 |
| • ensure that records used to assess suitability are available to Ofsted to demonstrate that checks have been done (Suitable people) (Also applies to both parts of the Childcare Register) | 18/05/2011 |

- meet the requirements for adult:child ratios and ensure at least two adults are on duty in a setting at any time when children are present. (Suitable people) (Also applies to both parts of the Childcare Register)

18/05/2011

To improve the early years provision the registered person should:

- improve hygiene practice with regard to hand drying to prevent the spread of infection.

The effectiveness of leadership and management of the early years provision

Staff have a suitable understanding of the signs and symptoms of abuse and neglect and how to report concerns. The manager is soon to access training to enhance her awareness regarding safeguarding children. However, correct adult:child ratios are not consistently maintained and two adults are not always present when children are being cared for in the setting. Additionally, documentation is not always available to confirm required suitability checks have been completed. Risk assessments are not completed for taking and collecting children from school and the setting does not request written parental consent to seek emergency medical treatment or advice. Furthermore, the setting does not have a written complaints procedure. These breaches of regulations do not ensure children's safety at all times. Management and staff are enthusiastic and keen to improve and enhance the setting. They regularly seek the views and opinions of other professionals and parents and quickly implement suggestions and ideas. Parents appreciate staff introducing a white board detailing what the children have eaten at snack time.

Accurate records detail children and visitor attendance and access to the premises is appropriately restricted via a bell entry system. Staff regularly conduct risk assessments to minimise risks to children indoors and in the outdoor area. Staff quickly establish professional relationships with parents who are happy with the care children receive and often recommend the setting to others. Parents state the children really enjoy going to the setting and value that staff always have time to talk with them. Strong links with the local school ensure that children receive the support they require and experience a smooth transition between settings. Staff actively seek ways to enhance links with other settings and are introducing communication books and open evenings.

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

Staff appropriately monitor younger children's progress and carry out regular observations which are attractively presented in individual files. These are shared with parents and information from observations is suitably used to plan next steps in children's learning. This enables children to make sound progress towards the early learning goals. Staff thoughtfully set out a selection of resources and children

confidently move between the areas of play. They behave well and happily help tidy the toys away when they have finished playing and at the end of the session. Children are confident and develop self-esteem through positive relationships with staff and their peers. The children get on well together and form firm friendships, with older children showing care and concern for younger ones. They all work cooperatively to put on a 'show' following a familiar television programme. Staff watch this attentively and offer genuine praise and support encouraging children to express themselves creatively.

Children experience a range of media and proudly show visitors how to make a 'ring' using two different coloured pieces of pipe cleaner. They confidently use mathematical language and ideas as they describe the length, shape, colour and size of their 'jewellery.' Staff skilfully use craft activities to encourage children to develop simple problem solving techniques. Children are really pleased when they make a book by fastening two pieces of card together. Staff listen to children and regularly consult with them prior to purchasing new equipment. Children spend a long time developing active imaginations as they make up stories playing with the 'dolls and babies' they requested. Children learn to value and respect people's similarities and differences as they celebrate a range of cultures and festivals. They enjoy using resources that positively depict race, gender and disability.

Children enjoy physical play and demonstrate good balance as they carefully walk on the 'catwalk' to the stage. They understand the importance of being active and describe the walk from school as 'good exercise.' They are aware of keeping themselves safe and hold onto the railing to ensure they do not walk near the busy road. Children confidently describe what to do in an emergency. They state they 'go to the fire exit, all go out together, as far from the fire as they can.' The evacuation procedure is prominently displayed to ensure that parents and visitors are fully aware of the routine. Staff gently remind children to cover their mouth and nose when coughing and sneezing to prevent spreading germs. Children are familiar with hand washing procedures and know that 'soap gets rid of germs.' However, using a communal towel does not reduce the risk of cross-infection. Children are becoming aware of not wasting water. Staff sensitively prompt them not to leave the tap running when they have finished washing their hands. Children are encouraged to make healthy choices and contribute ideas to the snack menu. They enjoy a range of food, including; pizza, beans and bread, vegetable sticks and fresh fruit.

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	3

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	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	4
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	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	3
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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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Welfare of the children being cared for) 18/05/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Welfare of the children being cared for) 18/05/2011