

Hopscotch Pre-School

Inspection report for early years provision

Unique reference number

EY218161

Inspection date

25/05/2011

Inspector

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Setting address

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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 was registered in 1997 and operates from St Francis Community Centre in Bournville, Birmingham. The group operates from the main hall and also has access to a fully enclosed outside play area. There is wheelchair access to the front of the premises.

The pre-school is open from 9.15am to 2.30pm during school term times. Children who stay for the full day are required to bring a packed lunch.

The pre-school is registered on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register. A maximum of 25 children may attend the setting at any one time. There are currently 33 children aged from two to five years on roll. The pre-school provides funded early education for three- and four-year-olds and is able to support children with children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs four members of staff, all of whom hold appropriate early years qualifications to level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The manager leads a committed team who are enthusiastic, caring and professional in their practice. Staff recognise the uniqueness of each child and work as a team to meet their individual needs. Staff plan activities to encourage children to develop new skills and ultimately have fun. As a result, children are supported in making good progress in their learning and development. Staff have a good knowledge of the setting's policies and procedures, which are well written. The staff team demonstrate a commitment to providing children with good quality care and regularly reflect on their practice through the use of self-evaluation.

What steps need to be taken to improve provision further?

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

- take into account the differing needs of individual children within the setting, this specifically relates to reviewing the organisation of group times
- review assessment systems so that parents have regular opportunities to add to their children's records
- work together with other practitioners to support children's transition between settings.

The effectiveness of leadership and management of the early years provision

Leadership and management of the setting is good and all staff working with children are suitably qualified, clear of their roles and work well as a team. Staff professional development is encouraged and staff regularly access additional training to enhance their understanding of early years practice. Robust procedures are in place to ensure that children are cared for by suitable staff who are appropriately vetted. Staff are deployed effectively and children are supervised at all times to ensure their safety. Security within the setting is good as the hall door is kept locked to ensure that any unknown persons using the centre cannot gain access to the setting or present a risk to the children. Detailed risk assessments are completed and reviewed regularly to assess potential risks and effective steps are taken to minimise them. All staff have attended safeguarding training, demonstrate a good knowledge of the setting's procedures and are fully aware of their responsibilities to protect the children in their care.

Children benefit from being cared for in a welcoming and inclusive environment. Staff arrive early to set up the activities and resources in preparation for children's arrival. As a result, children separate from their parents with ease to engage in the activities on offer. Parents and children are warmly greeted by staff on arrival and time is made for a friendly verbal exchange of relevant information. Parents provided positive feedback in relation to the caring staff team and how happy and settled their children are. Information about the provision is shared through an effective induction process which is lead by the child's key worker. Termly reports are sent home, highlighting children's progress and the areas of learning that the setting will be working on with their child. Staff also organise bi-annual meetings with parents, giving them the opportunity to discuss their child's progress in more detail. However, opportunities for parents to contribute to their children's learning journals have not yet been fully developed. Staff understand the value of working closely with other professionals and have developed positive relationships with other provisions that children attend. Links with the local schools are also in the process of being developed to support children with the transition to school.

Staff demonstrate a commitment to making improvements and recently secured a bid for funding to purchase some additional resources, including a bright seating area where children can sit and enjoy books together. The setting uses a variety of methods to assist them in reflecting on their practice and driving improvement. These include seeking feedback from parents via questionnaires and regularly talking to children about what they would like to do while at the setting. The staff also use audit tools including 'Success for everyone' which is used to enhance their inclusive practice. All recommendations raised at the previous inspection have been addressed and have had a positive impact on children attending the setting.

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

Staff's knowledge and understanding of the areas of learning, as identified within the Early Years Foundation Stage, is good. Staff assess children's learning and development through the use of observation and use this information to plan for children's next steps in their learning. Planning incorporates children's interests and ideas, and as a result children enjoy their time at the setting. Writing materials are easily accessible and children are becoming familiar with numbers and measurements as they weigh out the cooking ingredients and count how many children are present. Staff are skilled in asking open-ended questions, expanding on children's language and encouraging them to think for themselves. Children's vocabulary is extended as they try to think of new words beginning with the letter 'W' and a number of children confidently count to seven in German, French and Urdu. Children have opportunities to become familiar with information technology as they use the laptop and regularly explore topics including magnets, shadows and light. Children also have access to a stimulating outside play area which has recently been developed to include planting areas, a willow tent, a summer house and a tree stump seating area. Unfortunately the pre-school's usage of this area is restricted due to other groups within the centre, however, staff understand the value of outdoor play and fresh air and compensate for this by planning regular outings for children within the local community.

Strong emphasis is placed on the value of play, and high staff ratios allow staff the opportunity to involve themselves in children's play and offer appropriate assistance to enhance children's learning and enjoyment. Children have formed close friendships within the group and during free play they confidently move around the setting engaging in activities of their choice. Adult led activities are organised in their keyworker groups and as a result staff are able to plan activities that are appropriate to children's ages and abilities. However, the organisation of group times, where children of all ages come together, does not fully take into account that some children may find it difficult to concentrate for prolonged periods of time. As a result, some children become disengaged during these sessions.

Positive attitudes to others are encouraged as the children follow the good examples set by staff. Children gain an understanding of the wider world as they participate in activities to extend their knowledge of other children's cultures, for example, visiting the local church to admire the stained glass windows and tasting foods from different countries while celebrating different festivals. They also gain an understanding of their local community as they regularly visit the local shops to buy fresh fruit and vegetables for snack time and visit the nearby garden centre. Children's behaviour is good and they demonstrate a good understanding of the setting's routines and boundaries. Staff act as positive role models and speak to children in a calm, gentle and respectful manner. The use of their community bears, Debbie and Paul, reinforces the importance of caring for others and children excitedly talked about how they were planning to celebrate their birthday at the end of the week and made cards and biscuits for the bears.

The employment of caring, sensitive staff increases children's feelings of security. Through discussion, children demonstrate a mature understanding of safety issues including the fire evacuation procedure and the importance of staying together when going to the toilets with staff. Healthy snacks, including fresh fruit and toast, are provided for children and those who stop for the full session bring in their own packed lunches. These are sociable occasions where children sit down together to enjoy their food and chat about important family events and recall activities that they have enjoyed in the morning session. During snack time, children have opportunities to pour their own drinks and spread the jam onto their toast, therefore promoting their independence skills. Children's individual health and dietary needs are fully respected. These are discussed with parents and where necessary additional training is attended by staff, for example, allergy awareness and epi-pen training. This ensures children remain safe and healthy.

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