

Inspection report for early years provision

Unique reference number	EY421212
Inspection date	28/07/2011
Inspector	Mr Rasmik Parmar
Type of setting	Childcare on 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 Corner was registered in 2011 and operates from a self-contained annex on the lower ground floor of domestic premises in Greetland, Halifax, West Yorkshire. There is one large playroom, together with a fully enclosed outdoor play area. The setting is open Monday to Friday from 7.30am to 6pm.

The setting is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 18 children in the early years age group may attend at any one time. There are currently 16 children in the early years age group on roll.

There are four members on the staff who are all qualified to level 3 in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy attending and make good progress in their learning and development. Staff show a clear commitment to promoting inclusion for children, who are valued as individuals. Successful partnerships with parents result in very positive outcomes for children. Effective systems for self-evaluation lead to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop opportunities for extending learning and development at home.

The effectiveness of leadership and management of the early years provision

All staff have a clear understanding of child protection procedures. They know who to contact should they be concerned about a child in their care. There are effective recruitment and vetting procedures in place to ensure that children are cared for by suitable people. Staff are competent, demonstrate a good understanding of their roles and responsibilities and have a good understanding of health and safety issues. Staff verify the identity of all visitors to the setting and are vigilant about the safe arrival and collection of children. Risk assessments are completed and cover all aspects of the premises and outings.

They ensure that their practice is inclusive for all children and families by obtaining information from parents about their children's individual needs. Resources and activities help to promote a positive approach towards diversity and inclusion. The furniture and equipment are of good quality and suitable for the ages of children to fully support their learning and development and promote independence skills.

Partnerships with parents are well established and the two-way flow of information ensures that children's individual needs are met well. Parents are informed about all aspects of children's achievement, well-being and development. There are a range of policies and procedures in place which are shared with parents, who are provided with regular newsletters about the setting. They are encouraged to share their child's assessment records regularly and have opportunity to make comments about their child's learning and development. However, there are missed opportunities to enhance activities learned at the setting with parents in their own homes.

The setting demonstrates that they understand their responsibilities to work with other providers to meet the needs of children. There are procedures in place for children moving on to primary school, which ensures continuity and consistency of care and learning. This helps children with their transition to school during a potentially upsetting time. Transition arrangements with the local schools involve teachers, who visit the setting to find out background information on children prior to starting school. Also, children have visited their new schools and met their teachers. Transition documents sent to the schools include information about children's progress towards the early learning goals and copies of their 'learning journeys'. Some children also attend other settings such as pre-schools, and the setting effectively shares information with these providers to ensure consistency and coherence in children's learning and development.

The staff team have a clear commitment to the continuous improvement of the setting. They demonstrate a good understanding of their strengths and areas for improvement. The setting is also receptive to support, guidance and feedback from the local authority as part of improving outcomes for children and their families.

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

Children are happy and content within the setting. The established key person system supports all children in feeling secure as they have their individual needs successfully met. The staff team work closely together to support the care of all children. They are well deployed throughout the setting and clearly enjoy their work, which is evidenced within their positive interactions with children. Information gained from parents is used as a basis to start the 'learning journey' for all children. Staff observe children during their play and plan for their next stage of development based on children's interests and identified next steps. Children's learning and development is suitably tracked to show their progress towards the early learning goals. Consequently, children are engaged and making good progress in their individual learning and development.

Children enjoy fun and stimulating play experiences and the setting provides them with a good foundation for developing skills for the future. They are exposed to a good range of books to support not only their communication, language and literacy skills, but to enhance their imaginations and encourage them to be expressive. Children love to listen to their favourite stories with staff as they

enthusiastically join in, helping to tell the story. They have good resources to support them to develop problem solving skills. They can observe numbers in their environment and develop concepts of numbers when they explore counting in their play. Children are beginning to show an understanding of technology as they press buttons on interactive toys and access the computer. They are developing a broad knowledge and understanding of the world around them as they are involved in a variety of practical experiences. Children have observe cress seeds as they grow and have planted flowers in pots. Children have many experiences to be creative as art and craft materials are always available. They have continuous access to a good selection of resources in the outdoor play area. Their physical skills are promoted through play on large apparatus in the parks and play gyms.

Children are offered healthy meals which are home-made and take account of their dietary requirements and parents' wishes. Staff promote children's independence skills as they encourage children to spread tomato paste on individual pizza bases and then add the various toppings. These are then put into the oven and served to children. Meal times are a lovely social occasion where children sit comfortably at the child-sized tables and eat together. As part of broadening children's understanding of the wider world, they eat a large variety of foods from around the world while celebrating cultural festivals. Children develop an understanding of their local community as they visit local shops, farms and playgroups.

Children's health and well-being are supported well. They are encouraged to wash their hands before eating and frequently apply sanitising gels on their hands as they learn the importance of staying clean. Staff follow hygienic routines when nappy changing. Children are learning the importance of how to keep safe as they know what to do in the event of a fire because they routinely practise the evacuation procedures. Topic-based activities, such as one based around a popular children's fireman character, further enhance children's understanding. Children's behaviour is managed in a calm and sensitive manner by staff who set clear, reasonable and consistent limits which helps children to play and feel safe and secure. They are given lots of praise and encouragement for their efforts and achievements, which promotes their self-esteem and confidence.

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