

Hopscotch Day Nursery

Inspection report for early years provision

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Inspection date	21/09/2011
Inspector	Bridget Copson
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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 Day Nursery was registered as a day nursery with the current private owner in 2007. It operates from a large ground floor hall with associated facilities set back from a main road into Bath, Avon. There is an enclosed garden area for outdoor play.

A maximum of 26 children from one year to under eight years may attend at any one time, all of whom may be in the early years age group, and of these no more than four may be under two years at any one time. The nursery is in receipt of funding for the provision of free early education to children aged three and four. It is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open every weekday from 8.00am until 6.00pm, all year round, except for a week at Christmas and a week at Easter. Children attend for a variety of sessions. There are currently 54 children on roll, all of whom are in the early years age group. The nursery cares for children who learn English as an additional language and children with special educational needs and/or disabilities.

The nursery employs nine staff, most of whom hold, or are working towards, appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met effectively. This is enhanced by good partnerships with parents and excellent links with other settings and agencies involved in their care. Children's individuality is valued and reflected to ensure they are all included equally. Their learning is planned and promoted individually according to their interests and developmental stage. As a result, children are making good progress in most areas whilst working towards the early learning goals. Management and staff demonstrate a commitment to secure continuous improvement. They have developed many areas of the provision, although some weaknesses remain in promoting fire safety and information obtained from parents.

What steps need to be taken to improve provision further?

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

- obtain written parental permission, at the time of children's admission to the provision, to seek any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's

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welfare).

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

- improve staff's understanding of their roles and responsibilities in the event of a fire, and keep a record of how any problems were resolved
- support children in better understanding the importance of good practices with regard to hand washing, such as providing individual towels to improve hand hygiene.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded by staff who implement effective systems to help assure children's safety and well-being. These include risk assessments, checklists and fire evacuation drills. However, the record of the evacuation drills does not demonstrate how issues relating to children's lack of understanding and staff errors were resolved. Secure employment and vetting procedures, induction and regular staff review meetings help monitor staff suitability. In addition, staff have a good knowledge and understanding of their child protection responsibilities and the procedures to follow to safeguard children. The nursery has successful systems for monitoring and evaluating the quality of provision. These include an Ofsted self-evaluation form, activity evaluations, and good links with the local authority.

Staff work efficiently to prepare a warm and welcoming environment for children. This includes a segregated area for infants within the open plan play room to allow them to feel included and communicate with siblings. The enabling environment provides children with a good range of quality resources within the indoor and outdoor play areas. These are easily assessable to promote independent play. Days include a balance of structured activities with a specific learning intention and time to play and explore freely. Although circle time activities are sometimes too long and too challenging for some, children explore freely and remain happy and active.

Staff interact with interest and enthusiasm. They offer children support and share lots of laughter with them. Staff present as calm and consistent role models in promoting positive attitudes. Props, such as puppets are regularly used to tackle personal or behavioural issues. Staff recognise and acknowledge children's achievements with praise and stickers. As a result, children behave well, are learning about the needs and feelings of others and show good manners. Children's individuality is valued and reflected throughout the setting to promote their sense of self and belonging. Children are supported well in learning about the lives, cultures and beliefs of one another as well as diversity from around the world. For example, a Spanish teacher visits every week, they explore different festivals and celebrations from around the world and play with resources which reflect diversity.

Staff have established successful partnerships with parents. A wealth of information is provided to parents on admission regarding the provision. Parents

provide details of the care required for their child. However, written parental permission is not obtained, at the time of children's admission to the provision, to seek any necessary emergency medical advice or treatment in the future. This is a breach of a requirement. Staff maintain several contact numbers for all children to ensure parents or carers can be reached in the event of an emergency. Parents are kept well-informed through notice boards, newsletters, daily communication and consultation evenings. Their views and involvement are valued and actively sought. For example, they complete questionnaires every six months, are invited to join in social events and contribute to their child's learning booklets. Highly successful links are established with the other settings and agencies involved in children's care and education. This supports consistency of children's needs and a smooth transition between settings.

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

Children's learning is planned, monitored and promoted to a good standard. Key persons monitor children's emerging interests and development daily, and keep a written record of their achievements as they progress towards the early learning goals. This information is used to plan their next steps of learning linked to topics and activities children have shown an interest in. As a result, children are active and interested. Staff have varying levels of experience and knowledge, but most have a secure understanding of the Early years Foundation Stage and what they intend children to learn. They interact in children's play offering support and challenge to help them progress.

Children arrive happy and excited, most settling in quickly with support when needed. Infants are supported in developing warm attachments with their key person who remains with them during their transition through the nursery for consistency. Children are forming friendships with others who they seek out on arrival and link up with for play. They focus well on the activities which interest them and respond enthusiastically to the changing activities indoors and outside. Children are developing good independence through managing their own personal hygiene, dressing themselves and taking an active role as helper. Children's communication, language and literacy are developing well. They communicate their needs and feelings through expression, early language skills and all children are learning sign language. They take turns to tell the circle time group how they feel and why. For example, 'happy, because I love my mummy and daddy', or 'sad, because I miss my mummy and daddy'. Staff working with non-verbal children are receptive to their communications to ensure they feel included. However, whilst staff ask children questions to promote their thinking and problem solving, they do not always respect their thinking time to support their interaction. Children of all ages mark make purposefully in many different ways both indoors and outside. As children develop they learn about sounds and letters to promote their literacy skills. Children of all ages show a great enjoyment of books, music and singing.

Children are developing a good understanding of number, shape, size and position. They use this information to count in their play, to group objects and to complete

puzzles and games. Infants explore heuristic objects and toys to find out how they feel, taste and what they can do. Children benefit from independent use of extensive resources to promote their understanding of information and communication technology. For example, i-pads, tape machines, and robotic toys. Children use their imaginations well. Infants explore many sensory objects, and children of all ages experiment with different media and materials. For example, sand, water, making prints with paints and different objects, making collage pictures with coloured papers, and baking with cookery ingredients. Children role play and use small world and constructional sets both indoors and outside to extend their imaginative play. Children are learning about growth and change. For example, they learn about animals in their current topic, and grow plants and vegetables which they harvest.

Children are supported well in feeling safe and secure within the nursery. This is nurtured for infants and new children settling in to promote their sense of security. Children learn about keeping safe through practical activities and staff guidance. They are developing a good attitude to healthy lifestyles. They benefit from well-balanced and freshly prepared meals and snacks, which all children and staff sit together to eat. Children's health is promoted effectively in most areas. However, children are not always supported well in developing an understanding of healthy hand washing practices, such as using individual hand towels, to promote good health. Children benefit from frequent opportunities to play in the well-resourced outdoor play areas. This provides them time to develop their physical skills and to play freely in the fresh air.

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	1
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