

Hopscotch Nursery

Inspection report for early years provision

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Inspector	Jenna Hamilton-Heward
Setting address	215 Chevening Road, London, NW6 6DT
Telephone number	020 8969 9792
Email	hopscotch@ chevening.freemove.co.uk
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*.

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Description of the setting

Hopscotch Nursery was registered in 1996 and operates from the ground and first floors of a four storey building. It is situated within the London Borough of Brent. The nursery is registered on the Early Years Register to care for a maximum of 34 children at any one time. There are currently 53 children aged from two years to under five years on roll. It is open each weekday from 8.30am to 5.30pm for 47 weeks of the year. Children have access to a secure enclosed outdoor play area. The nursery is funded to provide free early education for children aged three and four years. It provides a service for the local community. It supports children with special educational needs and/or disabilities and children who are learning English as an additional language.

The nursery employs 16 members of staff. Of these, 13 hold appropriate early years qualifications. The nursery receives support from the local authority advisory teacher and the area special educational needs co-ordinator.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery provides an extremely welcoming and inclusive environment for all children and their families. Children play a dynamic role in their learning and show curiosity, imagination and concentration. Staff have excellent strategies in place to meet the needs of all children to a very high standard in most areas of practice. Very effective planning and assessment systems are in place to support and enhance children's learning and development. Children benefit from the outstanding partnerships that staff have in place with parents, and with other professionals involved in their care. Excellent reflective practice clearly identifies areas for continuous development, which results in well-targeted and sustained improvement to the nursery.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- encourage children's independence during snack and meal times by enabling them to prepare food and pour drinks.

The effectiveness of leadership and management of the early years provision

The nursery is an exciting place where children are very happy, secure and particularly confident. The management team and staff take their responsibilities

for safeguarding children very seriously. They have a comprehensive policy in place that they fully understand and implement. Those in charge carry out rigorous checks on staff to make sure that they are suitable to work with children. The staff team are extremely clear about their roles and responsibilities with regards to working in partnership with parents and outside agencies to help make sure that children are safe. The nursery gives high priority to promoting children's safety. Staff use detailed and highly effective risk assessments to meticulously carry out daily safety checks. Comprehensive records, policies and procedures support the safe and efficient management of the nursery.

The staff team work very effectively around the nursery to interact with children during play and respond to any individual needs. The nursery is extremely well-resourced and well-organised in order to meet the needs of all children. As a result children very successfully make choices about their play and initiate their own ideas.

The staff team promote equality and diversity exceptionally well within the setting; this supports children's awareness of the society in which they live. Children celebrate festivals and special events from around the world and access excellent resources that reflect positive images of people from different cultures. A very successful key person system helps all children to feel secure and is very effective in the continual monitoring of children's care and learning.

The nursery has excellent partnerships with parents. Staff keep parents exceedingly well informed about their children's progress. They share children's achievement records with parents and meet with them both formally and informally throughout the year. Parents are extremely happy, feel involved with the nursery and know that their children thoroughly enjoy their days. Parents contribute to their children's learning through active involvement in events within the nursery, such as Pancake Day.

There are highly effective partnerships with outside professionals who offer additional support to children with special educational needs and/or disabilities. These valuable relationships help to ensure that such children receive highly skilled support and interaction which enhances their overall ability to enjoy and achieve within the setting. The whole staff team is extremely effective in meeting the needs of all children and are skilful in taking steps to reduce differences in children's achievements. The nursery's management team constantly reflect on practice and provide a clear vision for its future, which involves all staff. This process gives each staff member individual responsibilities to help improve outcomes for the children. Staff evaluate the provision accurately, producing extremely well chosen targets for improvement. They work exceedingly well with the local early years advisory teacher to assess the nursery's learning environment. The staff team take very positive steps to make improvements. Consequently, the outcomes for all children are extremely positive.

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

Children thoroughly enjoy attending this vibrant nursery. They receive excellent support from staff which helps them to become inquisitive and curious learners. Highly inclusive practice results in all children fully participating and making a

positive contribution to the nursery.

The nursery's outdoor area offers an excellent range of resources which staff use exceptionally well to support different areas of learning. Children get plenty of fresh air and exercise, whatever the weather. They express delight as they enjoy playing outdoors hunting for mini-beasts and watching passing trains from a raised platform. They receive inspirational support from staff who very effectively ask open-ended questions to challenge their thinking, encourage problem solving and develop communication skills.

The quality of planning, observations and assessment is exceptionally good.

Children benefit greatly from the staff's very clear understanding of their individual learning needs and their ability to adapt activities exceptionally well. The robust key person system very effectively identifies children's abilities and interests. This means that all children receive a purposeful, challenging and enjoyable learning experience across all six areas of learning that truly reflects their unique needs and interests. As a result, children very successfully develop skills for the future.

Children have innovative opportunities within the nursery to engage in a wide range of physical activities both indoors and outdoors. They benefit from high standards of hygiene which helps to minimise the risk of cross infection. They learn important messages about hand washing and eating a healthy diet. Snack and meal times are sociable occasions when children eat a range of fruit. However, children are not able to prepare their own snack or pour their own drink which has some limitations in developing independence. Children develop excellent relationships with staff and other children. They develop a very good knowledge of behaviour and display high levels of self-control as all staff clearly apply consistent boundaries. All children show a strong sense of security and feel safe within the nursery, as they move confidently around it. Children behave in ways that are safe for themselves and others. They have a very strong understanding of dangers and how to stay safe through regular visits from road safety officers and fire fighters. Overall the children are very well prepared for their next stage in learning in this excellent, inclusive nursery.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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