

# Hopscotch Nursery

Inspection report for early years provision

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**Unique reference number**

509068

**Inspection date**

31/01/2012

**Inspector**

Jennifer Devine

**Setting address**

Girl Guide Headquarters, Maricas Avenue, Harrow,  
Middlesex, HA3 6JA

**Telephone number**

07979 346447

**Email**

**Type of setting**

Childcare - Non-Domestic

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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 registered in 2000. It operates from the Girl Guide Headquarters in Harrow Weald, in the London Borough of Harrow. Accommodation used includes the hall and a secure outdoor area.

The nursery is registered to care for a maximum of 25 children, aged from two years to the end of the early years age range, at any one time. There are currently 37 children on roll. The nursery receives funding to provide free early education to three and four year olds. The nursery is open each from Monday to Friday during school term time. Sessions are from 9.15am to 12.15pm, with a lunch club on Monday, Wednesday, Thursday and Friday until 1.15pm.

The nursery employs one full-time and six part-time staff to work with the children. All staff hold recognised early years qualifications. The nursery is registered on the Early Years register. The nursery receives support from the local authority and they are members of the Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled in the nursery and are making generally good progress in their early development. Staff have a good understanding of the Early Years Foundation Stage and overall plan an exciting range of activities to support children's learning. However, some investigative resources are not always made accessible to children and some areas of planning, such as for physical play, are not fully considered. The partnership with parents is good and ensures adults work together to support and meet children's needs, but support for children with English as an additional language is not fully developed

## What steps need to be taken to improve provision further?

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

- make technological or investigative equipment more easily accessible to children to extend their independent choices
- enhance the provision for children with English as an additional language, for example, by further developing signs and labels in different languages
- improve planning to allow sufficient space indoors to set up relevant activities for energetic play and consider ways for children to learn about the effect that exercise has on their bodies

## **The effectiveness of leadership and management of the early years provision**

The registered provider has improved her knowledge of safe recruitment. She now has robust procedures in place to ensure all staff working directly with children have had suitability checks completed. This includes a Criminal Records Bureau disclosure. Children's welfare is supported as staff are aware of child protection issues and the safeguarding procedures to follow if they were concerned about a child. The staff have recently attended safeguarding training to keep them up to date with any changes. Staff are deployed appropriately and children's safety is paramount at all times. Risk assessments are conducted and reviewed regularly and daily safety checklists help ensure the children play safely in the nursery and when in the garden. The nursery has a secure system in place to prevent unattended visitors entering the premises. Gates at the front of the premises are kept locked while children are present and visitors are sign in and show their identification. All required documentation is in place.

Although recording of the self-evaluation process is in early stages, the staff team have made a considerable effort in developing their understanding of reflecting on their practices and identifying areas for improvements. They work closely with the local authority development worker and recommendations from the last inspection have been addressed. For example, they have improved observation processes and include parents in regular reviews of their child's learning. The nursery is sufficiently equipped with a range of safe and suitable furniture and equipment. Staff set up the room in the morning and children make free choices from these available resources. They also make some choices about their play as they access some other resources from storage units or toy crates stored in the room.

Staff have a sound knowledge of each child's background and their individual needs. Parents complete a settling-in form on their child. This helps the key carer to build up a picture of each child's routines, likes and dislikes to help them settle in. Staff are knowledgeable about promoting an inclusive environment for all children. Children who speak English as an additional language are generally well supported as staff obtain some key words from parents to help children settle. However, there are limited signs or labelling in other languages or picture symbols to assist further with communication skills. The nursery celebrates a variety of festivals over the year and has a small range of books and resources to help children understand about diversity in their society.

The nursery has highly positive relationships with parents and carers. Although parents tend to drop off and collect the children at the nursery door, the staff are welcoming and willing for parents to come inside to settle their child if they wish. Staff have recently introduced more formal parent meetings that allow them to share the children's developmental progress in more depth. In addition, staff complete a daily communication book for each child, which enables information to be shared. Parental comments indicate they are happy with the service provided. The nursery has made some links with local schools and welcome teachers to visit to help with the transition process to school.

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

Children are happy, settled, and making generally good progress in their learning and development. On arrival, they separate well from their parent or carer. They are pleased to see each other and greet their friends and staff at the beginning of the session. They are developing a sense of belonging in this friendly nursery.

Staff have a good understanding of the Early Years Foundation Stage. They have generally effective planning methods in place to ensure children have individual goals to reach in their development. Staff observe children's progress on a regular basis and record the next steps for learning in their developmental files. Planning links to topics the staff choose that take into account special events, children's interests and needs. Staff work closely with groups of children or individual children to support their learning. Staff are generally knowledgeable about how to interact and question children to make them think and extend their learning further. Staff set up the room with activities and encourage children to develop their independence and move freely from one activity to another.

Children play generally well together. They are learning about sharing and some have formed strong friendships. Overall, children are well behaved. They respond positively to praise and encouragement from staff. Staff handle any difficulties sensitively and appropriately. Children have good opportunities to practice their pre-writing skills and some are beginning to write their names on their work. A sufficiently resourced book area is used well by the children. They sit and look at books alone or together and learn how to turn the pages carefully. Some children are beginning to retell stories by using the picture clues. Children are developing their imagination as they enjoy the role-play workshop and pretend to fix and mend using the hammers and saws. They extend their writing skills and learn to write for a purpose as staff provide notepads in the workshop. Children have good opportunities overall to develop their skills for the future. They have access to battery-operated toys and use the computer on some days. When the staff bring out the magnifiers children love these and spend considerable time exploring the environment and talking about their findings. However, magnifiers, other investigative and some technological resources, such as cameras, are not easily available to the children to extend their use.

Children are developing sufficiently healthy lifestyles. They have opportunities to use the outdoor play area. They enjoy putting on their wellington boots and running around on the grass. Children take part in action songs as an alternative physical activity indoors in wet weather. However, physical activities lack planning to ensure they fully support children's need for rigorous exercise and release of energy. Staff do not currently consider how they can support children in learning about the effects of exercise on their bodies after they been jumping or moving around. Children adopt appropriate hygiene routines, such as washing their hands before snack time and after using the toilet. They enjoy snacks of fruit and

crackers and help themselves to drinks of water. Children learn about keeping safe as they take part in regular fire drills, which help them understand about safely evacuating the building. Staff remind them about the safety rules when indoors, such as not running around. Children are secure and self-assured. They are able to move around the nursery as they choose, spending time interacting with their friends and the staff. The nursery invites people in the community to visit, such as the local police officers, to support children's understanding of safety further.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
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	3
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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

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