

Hop Skip and Jump Swindon

Inspection report for early years provision

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Inspector

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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*.

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

Hop, Skip and Jump (Swindon) was registered in 2011. It is part of a larger voluntary organisation, which provides care for children who have special educational needs and/or disabilities. It is located in the Shaw area of Swindon, Wiltshire. The ground floor of the premises provides a large play hall, art room, sensory area, and appropriate toilet and kitchen facilities. The first floor provides a parent room, parent rest room, toileting area, offices and a staff room. There are secure garden areas for outdoor play, including a sensory garden. No children were present at the time of the inspection. The provision offers respite care on a very flexible basis for children and young adults with special educational needs and/or disabilities. It operates throughout the year, including bank holidays, with the exception of Christmas Day. Opening hours are Monday from 8am until 4pm, and Tuesday to Saturday from 8am to 6pm. The provision is available for children in the local community, the county of Wiltshire and part of the M4 corridor. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children under eight may attend at any one time, of whom no more than 10 may be in the early years age range. Most children currently attending are on the Childcare Register and use the breakfast club, after-school club and Saturday provision. There is currently one child on roll on the Early Years Register attending for minimal hours. The provision is intending to build up its early years service. Additional sessions and support groups for the wider family are available in partnership with other organisations. The provision employs eight staff to work directly with children. Of these, four hold relevant early years qualifications. In addition, two staff have health and social care qualifications and work with older children on the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff demonstrate how children are able to play safely and how they make some progress in their learning and development in this inclusive and well-resourced respite provision. There is a strong focus on meeting children's individual needs and on providing high levels of support for parents and the wider family. Staff are developing partnerships with outside agencies and other early years providers to support individual children. There are some self-evaluation processes in place and staff show a capacity for further improvement. However, staff are not fully effective in identifying and addressing priorities for development. In particular, some regulatory documentation is not easily accessible or available for inspection.

What steps need to be taken to improve provision further?

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

- ensure that records are easily accessible and available for inspection by Ofsted, particularly the record of risk assessment and records of staff checks (Documentation).

03/04/2012

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

- extend self-evaluation processes to further identify the setting's strengths and priorities for development.

The effectiveness of leadership and management of the early years provision

The manager demonstrates a sound understanding of safeguarding children procedures. She is aware of possible symptoms of children at risk and knows how to respond to concerns. All staff receive relevant safeguarding training appropriate to their roles and responsibilities. Suitable recruitment and induction procedures include obtaining relevant background checks and all staff have these in place or have checks in progress. Staff never work alone with children, as there are high ratios of staff to children, including during processes for intimate care. The premises are safe and secure as staff carry out routine safety checks and risk assessments. Appropriate measures are in place to reduce risks to children, such as keeping radiators at a set temperature. However, recent and unexpected changes to the management structure have had a negative impact on the maintenance of some documentation. As a result, records of staff checks are not easily accessible for inspection and there is no record of the risk assessment on the premises. These weaknesses breach legal requirements although, as they only relate to paperwork, the impact on children is minimal.

The provision offers a good quality environment to cater for children with a wide range of special educational needs and/or disabilities. Facilities include a sensory garden, a large indoor soft play and climbing structure, and an art room. Staff state that children have free access to the outdoor areas at all times, which include a large, stimulating and secure garden. Staff explain how they use resources well to include all children fully. For example, the kitchen provides an eating area suitable for wheelchair users and so staff facilitate all children to eat in the kitchen together, whether they are wheelchair users or not.

Equality is at the heart of the setting and staff demonstrate a strong commitment to meeting children's individual needs. They explain how they focus on what children can do, rather than what they cannot do. They work closely with parents to identify children's starting points when they first begin attending and they show how they carefully consider how best to meet each child's individual requirements. Staff show a strong dedication to supporting parents and the wider family. Facilities include a parents' room and bedroom so that parents can catch up on rest and sleep if necessary, while staff care for their children. Time is readily available at the end of each session for staff and parents to discuss children's needs and progress. This process fully involves parents in their children's care

while in the provision. Staff are building up partnerships with other professionals and early years settings to support individual children and the wider family. For example, they facilitate support groups for siblings and they have plans to liaise with schools to support children's transitions.

Since registration, staff have made some improvements to their practice. For example, they are more experienced in caring for children at very short notice and in managing behaviour. They are keen to further improve their practice, such as developing their knowledge and understanding of the Early Years Foundation Stage. The management team evaluate practice regularly and welcome feedback from parents. Staff have some input into self-evaluation processes. However, these processes are not currently fully effective in identifying all weaknesses.

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

Children attend the provision for respite care and this can be on a very flexible drop-in basis or for minimal hours. Staff focus on delivering the Early Years Foundation Stage to children in accordance with their individual needs and capabilities. They are currently developing their processes to observe and assess children's progress and to plan for their next steps in learning and development. At present, they evaluate each session for individual children. Their evaluation records show that children are settling well, enjoy being in the provision and are beginning to develop relationships with others. Planning is very flexible. Staff plan activities to cover the six areas of learning as much as possible while sensitively adapting these to children's individual learning and development requirements. For example, they use sign language where appropriate and recognise children's attempts at communication when helping them to count during everyday activities. As a result, children are beginning to develop some skills to help them in their future learning.

Staff explain that outdoor play is freely available to help children learn about the world around them and to enjoy exercise in accordance with their individual capabilities. Staff demonstrate how they challenge children's physical skills where appropriate, such as encouraging them to attempt a low climbing wall. Staff show how they include children in devising menus and in deciding what they would like to eat. As a result, staff demonstrate that children are beginning to adopt a positive approach to eating and are developing an awareness of healthy eating. Staff explain how they model good personal hygiene and include children as much as possible. For example, they encourage children to wash their hands after nappy changes.

Staff demonstrate how they support children appropriately in learning to socialise with others. They explain how they manage children's behaviour depending on their individual needs and do this in full consultation with parents. They encourage children to respect the needs of others, such as those with different disabilities and those from different cultural backgrounds. Staff show how they help children to develop an awareness of risks within the environment, such as being aware of

different level changes when moving indoors and outdoors.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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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