

Hopscotch Corner

Inspection report for early years provision

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Inspection date	03/04/2012
Inspector	Shazaad Arshad

Setting address	Greetland Methodist Church, Rochdale Road, Greetland, HALIFAX, West Yorkshire, HX4 8JG
Telephone number	07889182356
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 is privately owned and offers before and after school care. It has been registered since 2010. It operates from the Methodist church in Greetland, a suburb of Halifax. There is an outdoor play area adjoining the premises. The setting is open Monday to Friday from 7.30am to 8.30am and 2.30pm to 6pm, term time only. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 16 children from the age of three years may attend the setting at any one time. There are currently 26 children on roll and of these eight are in the early years age range. Four members of staff work with the children, the joint manager is completing the Early Years Foundation Stage degree and the other three staff hold appropriate early years qualification. The setting receives support from the local authority and has started the process of quality assurance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff ensure they have a sound knowledge of each child's individual requirements and capabilities. Consequently, children make steady progress in their learning and development. Inclusive practice is promoted sufficiently and children are safe, secure and happy. Partnerships with parents are a key strength. Links with external agencies, are developing. Currently, assessment systems are not sufficiently robust. Satisfactory attention is paid to evaluating the provision and future improvement has started through quality assurance and fully addressing previous actions.

What steps need to be taken to improve provision further?

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

- develop a culture of reflective practice, self-evaluation and informed discussion to further improve the quality of provision for all children
- develop further systems to accurately monitor and assess children's learning and next steps of development
- extend further partnership arrangements with other settings providing for children in the Early Years Foundation Stage to ensure that the education provided compliments the education received at other settings.

The effectiveness of leadership and management of the early years provision

Staff have a sound understanding of their responsibilities to safeguard children. They are able to recognise the possible indicators of abuse or neglect and know who to refer any concerns to. Effective risk assessments and secure entry systems are in place, which include the use of visitor's records and signing in and out

procedures for children. Suitable systems are in place for the recruitment and vetting of staff. All staff have a cleared Criminal Records Bureau check in place. All documentation is adequately maintained and stored confidentially.

Staff are deployed so that all children are fully included and receive sound adult support and attention. In addition, children independently work in small groups to enable them to build effective relationships, so they feel secure and confident with their friends. The staff know the children well and they are sufficiently informed of the children's individual needs. A variety of festivals and traditions are acknowledged which supports the children in developing a positive attitude towards the cultures and beliefs of others. For example, there are positive images of others on display and children participate in a satisfactory range of world wide festivals.

Relationships with parents are very friendly and this contributes significantly to children's well-being. Parents receive good information about the out of school club and comment very positively on the care their children receive. For example, they state 'the staff are really helpful and my children really enjoy coming'. They are aware of the provisions, policies and procedures and contribute to improvements through questionnaires. The partnership with the school that the setting serves is developing. However, it is not sufficiently embedded for the reciprocal sharing of information which enables a cohesive approach to children's care and learning. Also, the system for self-evaluation is not yet fully embedded. However, staff are able to discuss future plans for training through using the continuous improvement plan and starting the process of quality assurance. All actions and recommendations from the last inspection have been well addressed, improving children's health and welfare.

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

The club provides a welcoming environment. Children of all ages play well together and develop sound skills. They are keen to communicate and interact well with the staff and each other. Children express their ideas confidently through discussion, creative activities and role play. Their opinions are valued and this supports their confidence and self-esteem. Children make choices in their play and quickly engage in the activities that are available to them. They access sufficient resources and equipment which helps to support their learning. A satisfactory range of resources support children's understanding of the wider world and staff use discussion well to raise children's awareness of diversity and the celebration of Easter. Staff ensure they plan activities that will interest the children and develop their learning. The routine allows children time and space to relax or take part in a planned activity that interests them. For example, some children enjoy using the computer games for a short time with their friends before joining with others to complete creative games. Resources in the different areas offer sufficient challenge and result in children becoming active learners, creative and critical thinkers. For example, the children are able to choose freely from activities, such as

construction, craft resources and computer games. They independently take part in their chosen activities, such as Easter egg treasure games and making Easter cards for their parents. The assessment systems to monitor children's progress after school are developing. However, it is not sufficiently clear how staff are supporting any gaps in the children's learning.

Staff plan flexibly to provide sufficient balance of adult and child-led activities. This allows children to learn at their own pace and with appropriate challenge. Staff support the children well, interact skilfully with them in small groups and encourage children to try all the activities on offer. They develop children's listening and communication skills and use questions adequately to support children's thinking and language skills. For example, during snack they talk about the food they like at home and what they like to do during school holidays. The children know what is expected of them within the setting and, as a result, they behave very well. For example, they listen carefully to the rules on the use of the pool table. They also help each other during activities and enjoy the social aspect of sitting together to eat.

Children are polite and well behaved and show consideration for each other. For example, they take turns on the games consoles and play harmoniously at board games. They have friends they like to be with and their relationships with adults are very good. The children are supported adequately in learning about eating healthily through completing activities around healthy and unhealthy foods. The children have a sound understanding of following safe practices and this is evident as they discuss the procedures they must follow during activities. For example, they remind others of the careful use of the pool cues and balls. Children learn sufficiently about dangers and what keeps them safe. They routinely take part in fire evacuation procedures and follow sound procedures that are understood by children when walking from school. For example, they are aware they must wear their high visibility vests. This contributes to children's continued understanding of safe practice.

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	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	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	2
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