

Hopscotch Day Nursery

Inspection report for early years provision

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Inspector Fiona Robinson

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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*.

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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 is privately owned and was registered in 2003. It operates from a modular building at the rear of Kelvedon Hatch Primary School, in the rural area of Kelvedon Hatch, in Essex. All children share access to a secure, enclosed, outdoor play area and have the use of the school hall, playing field, swimming pool and computer suite. There is provision for children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

Hopscotch Day Nursery is open each weekday from 7.30am to 6pm throughout the year. Children come from the local village and surrounding areas and attend for a variety of the sessions on offer. The nursery sessions may care for a maximum of 35 children aged between birth and eight years at any one time. Of these, not more than 35 children may be under five years of age and not more than 15 may be under two years at any one time. Currently, there are 57 children on roll, of whom 53 are under five years of age and 33 receive funding. The out of school sessions run each weekday from 7.30am to 8.45am and from 3pm to 6pm, during term time, and from 7.30am to 6pm during holidays. Children attend for a variety of the sessions on offer.

There are ten members of staff who work with the children. Of these, nine hold National Vocational Qualifications (NVQs) at level 3, one of whom is working towards a Foundation degree, and one is working towards a NVQ at level 2. The nursery receives support from the local authority and is a member of the Pre-school Learning Alliance (PLA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy the calm and friendly atmosphere created by staff and achieve well. They behave extremely well and are fully included in a wide range of interesting activities although there are fewer opportunities to access technology. There are outstanding partnerships with parents and carers, the host school and outside agencies, and information is shared very effectively. The manager and staff have a good knowledge of the nursery's strengths and areas for improvement, such as improving resources. They demonstrate a good capacity for future improvement.

What steps need to be taken to improve provision further?

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

- develop problem solving and investigatory experiences in the outdoor environment

- develop the use of technology to support children's learning and development.

The effectiveness of leadership and management of the early years provision

Safeguarding measures are outstanding because comprehensive policies and procedures are fully implemented. Staff have an excellent understanding of safeguarding procedures and are fully trained in child protection. Risk assessments are carried out daily to ensure children's safety throughout the nursery. There are robust staff recruitment and vetting procedures in place to ensure the suitability of adults working with the children. Parents and staff are very familiar with the rigorous procedures for the collection of children. Fire evacuation procedures are practised regularly to familiarise staff and children with the routine. Staff are deployed very effectively to ensure babies, toddlers and children are fully supervised at all times. They access a good range of equipment that is safe and suitable for their age.

The nursery is well-led and managed. The manager and staff have a clear idea of their strengths and areas for improvement. They are currently developing the layout and use of the outdoor area and value the views of parents and carers when identifying areas for improvement. Good progress has been made in addressing the recommendations from the previous inspection. Staff regularly monitor play and activities and set realistic targets for babies, toddlers and pre-school children. They make effective use of a good range of resources to meet most of the children's needs. However, resources such as the digital camera and other information and communication technology are more limited. This affects the development of the children's skills in this area and opportunities to record and share their experiences. Staff promote equality and diversity to an outstanding level through the celebration of festivals such as, Diwali, the Chinese New Year and Easter, and topics on different countries, such as Belgium. Opportunities for children to problem solve and investigate in their wider environment are not fully exploited, which impacts on the development of these skills.

Partnerships with parents and carers are outstanding. They say the nursery is a very safe, happy and caring place for children to learn and play. They are kept exceptionally well informed about special events, such as the Easter egg hunt, sports day and fundraising walks through informal discussions, newsletters and the parents' notice board. Key staff regularly share the baby, toddler and children's learning journeys with parents and carers and hold termly meetings for them to become familiar with their achievement and progress. Parents are very supportive of topics such as the Czech Republic and Portugal and readily share posters and resources with staff and children. The relationship with the host school is outstanding because information is shared very effectively to ensure the oldest children experience a smooth transition into full-time education. The nursery also benefits from the use of the outdoor area. There are excellent links with outside agencies that provide excellent support and advice for children with special educational needs and/or disabilities, and those who speak English as an additional

language.

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

Staff place an emphasis on learning through play and babies, toddlers and children achieve well in a bright, stimulating environment. The quality of planning is very good, because staff value the children's ideas and interests and include these in the activities. Themes such as Spring, People Who Help Us and Healthy Eating enrich their experiences. Staff evaluate their planning carefully and use the information effectively to plan future learning experiences. Effective use is made of assessment systems to track children's progress over time and information is meticulously recorded. Children are extremely well-behaved because staff have a consistent approach to managing their behaviour and are excellent role models. They work very well together when building towers and help to put the resources and equipment away at tidy up time. Staff have an excellent relationship with the children and the food, sleep and nappy changing routines are followed very carefully for babies and toddlers. They develop high self-esteem and confidence as they make independent choices in their play. Children gain an excellent understanding of the wider world through activities and festivals, such as Christmas and St David's Day and learn a lot about diversity through open discussion and topics which cover a wide range of people and cultures. They decorated T-shirts as part of their celebration of the Hindu festival of Holi. Children learn about life in Spain, Belgium and Italy and especially enjoy food tasting experiences.

Children develop a good understanding of keeping healthy and safe. They make healthy choices at breakfast and snack time and enjoy growing their own vegetables to taste, such as tomatoes, carrots and strawberries. They learn to use equipment safely as they prepare soup, bread rolls and fruit smoothies. Children balance carefully as they ride their bikes and pedalled vehicles and climb on apparatus. They benefit from talks on safety from the police and fire services and practise their road safety skills outdoors and as they walk to the shops. Children also gain a good understanding of water safety when they go swimming.

Babies, toddlers and children are keen to come to the nursery and respond well to the care and support they are given. Communication, language and literacy skills are developed well throughout the nursery, especially in writing. They enjoy listening to stories such as Jack and the Beanstalk and re-enacting the story through role play. Most can count up to fifteen and beyond and recognise two-dimensional shapes in the environment. Their creative skills are developed well as they create colourful collages of spring and self-portraits for the art gallery. Babies and toddlers enjoy exploring the texture of shells, pebbles and purple sand. Children enjoy role play in their travel agents shop and building walls out of bricks. The older children improve their football skills and benefit from skill training sessions with the football coach. Children are keen to search for insects in the garden and build dens to play in. Overall, children build effectively on their learning

and are prepared well for future learning experiences.

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	1
The effectiveness of safeguarding	1
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	1

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	1
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