

Hopscotch Day Nursery

Bodriggy Street, Hayle, Cornwall, TR27 4ND

Inspection date	08/10/2012
Previous inspection date	18/01/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Older children talk confidently with adults and each other. Younger children enjoy joining in with the story telling at whole group time. As a result, children's vocabulary is in line with the developmental milestones for their ages and stages of development.
- Planned activities, particularly in the pre-school room, provide appropriately challenging opportunities for children to make progress in all areas of learning.
- There are effective systems for the monitoring and supervision of staff. Professional training and development is encouraged and supported.
- The staff team have a secure understanding of how to promote the health and safety of the children in their care.

It is not yet good because

- The environment is not sufficiently well-resourced to provide enabling conditions for rich and purposeful play.
- Print is not used effectively to enrich the environment, for example by use of signs, symbols, posters and visual aids.
- Role play areas are not sufficiently well-resourced to provide opportunities for purposeful, challenging or sustained play. In particular there are missed opportunities to promote early literacy skills.
- The current systems for assessment are useful for practitioners, but are not yet

sufficiently inclusive for children and parents.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed practice in the baby room, toddler room and pre-school room.
- The inspector looked at children's learning journeys, the setting's self-evaluation form, staff suitability records and a selection of policies and children's records.
- The inspector observed children's play and staff interaction.

Inspector

Jayne Pascoe

Full Report

Information about the setting

Hopscotch Day Nursery registered in 2007 and operates in the former Bodriggy School building in Hayle, Cornwall. It forms part of Hayle Children's Centre. Children have use of four playrooms and these are divided loosely into age groups: birth to two years, two to three-year-olds, and three to five-year-olds. The nursery also provides before and after school care for children up to the age of eight. Children have access to two garden areas

within the nursery and the children's centre garden, which they use under close supervision.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open from 7.45am to 6pm each weekday and operates all year round, with the exception of bank holidays. There are currently 100 children in the early years age group on roll. The nursery receives funding for the provision of free early education to children aged three and four. Children come from a wide catchment area. Some children also attend local schools. The nursery supports children with English as an additional language.

There are 15 members of staff; all of whom hold appropriate early years qualifications to at least level 2. Of these, two members of staff have completed an early years degree and one has achieved Early Years Professional Status.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the educational programme for literacy by: a) creating an environment rich in print where children can learn about words, for example by using names, signs and posters; and b) resourcing role play areas with listening and writing equipment, for example by encouraging writing of signs with a real purpose and include opportunities for writing during other activities.

To further improve the quality of the early years provision the provider should:

- improve the environment to fully enhance children's play by: a) providing surroundings that are rich in space, time, flexible resources, choice and control; and b) by setting up displays that remind children of what they have experienced, using objects, artefacts, photographs and books.
- improve the systems for assessment to help parents recognise children's progress, understand their needs, and be involved in planning activities and support.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The nursery staff team provide children of all ages with a range of planned activities which generally offer interesting, enjoyable and sufficiently challenging and purposeful opportunities to promote learning and development across most areas of learning. The pre-school children in particular enjoy exploring the outdoors. They follow the paths and trails, find worm casts and recreate the experiences of a favourite story book. They return to the play room and enthusiastically discuss their outdoor experience while enjoying a social snack time. Younger children paint a model 'truck' made from a large cardboard box, so that they can recreate the story of their favourite story book. During these planned, adult-led activities, children are supported well by staff who successfully encourage them to enjoy and achieve. The nursery environment however, is not particularly conducive to the promotion of purposeful child-initiated play. This is due to a lack of natural resources, limited visual aids and poorly resourced role play areas. The sleep areas, which are part of the baby and toddler rooms, are currently used for storage of a number of prams and cots which are not in use. Therefore, this space is not best utilised. A large proportion of the nursery walls are bare, as displays have recently been removed and not replaced. As a result, children do not have reminders of what they have experienced or feel that their work is valued by the nursery staff.

The nursery staff team are appropriately qualified and experienced. The pre-school supervisor demonstrates skill in her delivery of planned activities. The key person system is effective in ensuring that adults establish positive partnerships with most parents. They share sufficient levels of information to identify what children know, understand and can do on entry to the setting and to support children's continued learning and development. Although systems for assessment are used effectively by staff to monitor and plan for children's progress, they are not fully inclusive. For example, they are difficult for those other than practitioners to follow, as they contain checklists, which are linked to additional documentation. Assessment records are not currently freely accessible to parents or children, to enable them to celebrate individual achievements and agree appropriate areas for future learning and development.

There is evidence that children with English as an additional language are well supported and their home language valued. Children of all ages show a keen interest in activities and are curious, inquisitive and eager to learn. Their communication and language skills are developing well. Older children engage in meaningful discussion, ask pertinent questions and give lengthy descriptions of their recent activities. Adults interact to extend this skill appropriately by introducing new words and by asking open questions. Children have developed secure attachments with adults, display good social skills and follow daily routine practices which successfully promote self-care and a sound sense of belonging. There is evidence that children are making satisfactory levels of progress given their individual starting points. Effective systems are in place to support children as they move through the nursery and onto school. The nursery is successful in promoting children's progress in the three prime areas of learning, which enables children to develop key skills for the future.

The contribution of the early years provision to the well-being of children

Most children enter the setting and separate from their parents easily. The key person system ensures that parents have a point of contact with someone they can share information with each day. Children benefit from the continuity of care provided by this system. They know these adults well and are therefore confident to seek them out for support and reassurance if they need to. Staff are generally deployed well and are successful in promoting good standards of behaviour through setting positive examples. There are a sufficient range of resources provided which promote a positive awareness and understanding and respect of people's differences.

Babies and children explore their environment under the watchful eye of staff, who guide and support them in developing an understanding of identifying and managing everyday risk. As a result, babies skilfully negotiate a small step between their two play rooms, toddlers move confidently outdoors to explore and climb, and older children carefully use knives at snack time to butter their cracker. The nursery environment is safe and secure. Staff promote the health and safety of children through their established daily routine practices. Children understand the importance of hand washing and are confident to ask for more liquid soap when it runs out. They eagerly anticipate snack time and eat sufficient amounts of fruit bagels, banana and crackers to meet their individual needs. Children are competent at managing their personal needs relative to their ages.

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

The registered person follows appropriate procedures for checking the suitability of staff. Risk assessment is used well to identify and minimise any potential hazards indoors and out. A suitable range of policies and procedures are known to staff, shared with parents and used to maintain consistency in practice across the setting. The registered person is the designated safeguarding officer. She has completed relevant training and is familiar with the local safeguarding procedures. All staff demonstrate confidence in their ability to protect the children in their care enabling them to meet the safeguarding and welfare requirements of the Early Years Foundation Stage framework.

Although the systems for assessment are not yet effective in encouraging children and parents to be fully included, they work generally well for the staff team, who maintain consistency in assessing children's progress across the nursery. Generally children's learning and development is promoted well through planned, adult-led activities. These particular activities provide opportunities for children to make satisfactory levels of progress in most areas of learning. However, opportunities for child-initiated activity which supports early literacy skills and purposeful role play are not well promoted, due to a lack of sufficient resources, equipment and visual aids. For example, children do not self-register or refer to visual prompts of the alphabet. During everyday role play, they do not have the resources to make lists, write stories, develop menus and price lists or record their thoughts and ideas.

The registered person monitors and evaluates the provision generally well. She has identified appropriate areas for future development, such as continuing to improve the

outdoor play area and ensuring that staff continually extend their knowledge and skills through attending relevant early years training. Self-evaluation takes into account the views of parents, who have contributed ideas through recently completed questionnaires. Staff also identify areas for future development, which are included in the action plan and prioritised appropriately. Planned actions to overcome weaknesses have been generally effective. The registered person has implemented effective systems with which to monitor staff performance. Partnerships with the local authority and other providers are effective and make a positive contribution to meeting children's needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY365165
Local authority	Cornwall
Inspection number	822900
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	69
Number of children on roll	100
Name of provider	Hopscotch Day Nursery
Date of previous inspection	18/01/2011
Telephone number	01736 755600

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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