

Hopscotch (working name Activ8)

Lethbridge Primary School, Lethbridge Road, SWINDON, SN1 4BY

Inspection date

Previous inspection date

08/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

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

- Staff provide a good range of indoor and outdoor activities, that children enjoy.
- Staff rightly place emphasis on the more important areas for children's learning and development.
- Children enjoy exploring and moving around freely in the spacious premises, learning through active play.
- Staff are well aware of children's progress, which is documented effectively in scrapbooks.

It is not yet good because

- Each child is not assigned a key worker, as required.
- Staff do not always report concerns to agencies within the specified timeframe as required because working documents are not easy for staff to find and use.
- The club's website is not kept up to date to keep parents well informed.

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 spoke to parents available on the day.
- The inspector observed children at play and staff working with them.
- The inspector spoke to staff and held discussions with the manager.
- The inspector reviewed selected policies, including that for safeguarding and other documentation, such as children's scrapbooks.

Inspector

Heather Bridge

Full Report

Information about the setting

The club registered in 2012. It offers before- and after-school care and also opens in the school holidays. It operates from Lethbridge Primary school, Swindon, in Wiltshire.. The club is also registered on both the compulsory and voluntary parts of the Childcare Register. The club supports children with special educational needs and/or disabilities and children who learn English as an additional language. The opens from 7.40am to 8.40am for breakfast club; 3.30pm to 6pm after school and from 8am to 6pm for a summer

holiday club. All staff are suitably qualified to at least level 3.

What the setting needs to do to improve further

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

- assign each child a key person and inform parents and/or carers of the name of the key person. Explain the key person's role in ensuring that learning and care is designed to meet each child's individual needs, to help them become familiar with the club, develop a settled relationship and build a relationship with their parents and/or carers.

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

- summarise and store policies and procedures in ways that are easy for staff to routinely access and use
- update information on the club's website, so parents and carers may read the most up to date information about the club. are kept accurately informed about the provision.

Inspection judgements

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

Staff provide children with a good range of indoor and outdoor activities that effectively support their learning in the three vital areas of communication and language; personal, social and emotional development and physical development. Children contribute towards a well-balanced programme of educational and recreational activity that is well suited to before-and-after-school provision.

The staff use varied assessment methods thoughtfully that monitor each child's progress over time relative to their starting points and in line with required areas of learning. Assessments are used to plan engaging activities that support the next steps in each child's learning. For example, a child's interest in fireworks led to the planning of a creative activity in which children used black paper and coloured crayons to represent a firework display. Staff plan carefully to meet the individual gender, language and cultural needs of children by providing rich activities that incorporate choice, exploration and challenge. Parents have many opportunities to contribute and give feedback on the curriculum through face-to-face interaction with staff, using the suggestion box and

serving on the before-and-after school club committee. For example, several parents show an interest in providing different foods for children to eat at snack time.

Children's sessional attendance patterns and staff's rotating deployment between two clubs mean that each child is not assigned a key person, as required. Despite this, the small, long established and collaborative staff team knows each child well and ensures that their learning and care needs are fully met. Nevertheless, the lack of an assigned key person results in a breach of the Early Years Foundation Stage regulations with regard to parents not knowing which member of staff to speak to when they have questions or concerns about their child.

Many stimulating opportunities exist throughout the daily routine that foster children's learning and development successfully. Staff nurture children's personal social and emotional development well by encouraging older children to help younger ones. Brothers and sisters play together creating strong feelings of emotional security. Staff support children's communication and language skills well, such as during conversations at snack time. Children discuss the topics they learn about in school; for example, children describe with interest their topic on "Under the Sea".

Stimulating language opportunities enable children to make up and act out their own plays. Exceptional indoor and outdoor facilities allow children to develop their physical skills. Indoors, children are mainly in the large hall that helps them to move freely and stay healthy. Outdoors, children enjoy using a spacious and secure playground to run, climb and ride bikes so that they develop good physical skills. Children and staff are able to visit a local park and natural area that provide them with good active opportunities to explore their local environment.

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

Staff create a safe and relaxed environment that helps to ensure that children are happy and confident. Effective training equips staff to observe children, take the lead from them, and respond sensitively to their emotional needs. Staff are vigilant in implementing a positive behaviour policy that encourages and monitors good relationships between children and staff and between children of different ages. Staff provide a wide range of activities that enable each child to choose how to spend their time. For example, ball games, a house area and a football table allow individual children to play together and build strong friendships. Good, equal opportunities fully support children and their families who are English language learners.

A flexible play-based daily routine helps meet each child's needs well. Children can choose to complete their homework, read, play games and participate in adult-led activities in which they practise what they learn in school, so building up useful skills for their future lives. Children are successfully encouraged to choose healthy lifestyle options as they participate in interactive cooking activities. All staff hold paediatric first-aid certificates and use local-authority checklists to help keep children and the environment healthy and safe. Staff and children use a safe kitchen area in one corner of the main room to prepare

healthy snacks: for example, pasta salad, rice, noodles and cookies.

Children clean up after themselves indicating that their self-care skills are well developed. Accessible coat pegs, child-sized toilets and washbasins with warm air blowers allow children to see to their personal needs independently and hygienically. Children have open access to a range of resources that enable them to make choices and decisions about their play and that allow for their differing ages and stages of development well.

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

Safeguarding procedures are identified in a safeguarding policy that helps to keep children suitably safe. The lead practitioner for safeguarding undertakes training and shares this with staff, which helps to promote consistent practices and procedures that keep children safe. In the event of a safeguarding incident, staff follow their safeguarding policy adequately by implementing necessary actions in regard to staff, and by communicating with parents. In the past, staff have not always followed the appropriate timeframe within which to contact safeguarding agencies, but they are now aware of required procedures, although the wording of the relevant policy does not fully reflect these. Additionally, policies and procedures are stored in large folders that are difficult for staff to navigate and follow when required. Up-to-date checks identify staff as suitable people to work with children. Staff carry out risk assessments and safety procedures effectively and record these at weekly staff meetings.

Learning and development requirements are fostered well through stimulating play-based activities and through planned activities that effectively build on children's interests and prepare them for the next steps in their learning and in meeting the early-learning goals. Staff carry out detailed self-evaluation during weekly staff meetings that results in positive improvements, for example, concerned with staff induction, training, mentoring and professional development.

Parents' contributions are varied and are supportive of their children's learning and development. Working parents comment that after a long school day, they want to know that their child's social, emotional and safety needs are well met. The lack of up-to-date information on the website does not keep parents as well informed as possible about some aspects of provision.

Club staff build a suitable working partnership with staff of the host primary school that is designed to reinforce and support children's learning and care experiences. Effective collaboration with local-authority services provides support to children with special educational needs and/or disabilities as and when needed.

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
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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	EY451605
Local authority	Swindon
Inspection number	896424
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	4 - 14
Total number of places	24
Number of children on roll	77
Name of provider	Hopscotch, Chisledon Pre-School
Date of previous inspection	Not applicable
Telephone number	01793740170

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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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