

# Hopscotch Day Nursery

98 Wellsway, BATH, Avon, BA2 4SD

<b>Inspection date</b>	18/02/2013
Previous inspection date	21/09/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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		2

## The quality and standards of the early years provision

### This provision is good

- Children are curious and active learners and make good progress in their learning and development.
- Support for children with English as an additional language is good.
- The evaluation process results in positive changes that are providing better outcomes for children.
- Staff are enthusiastic practitioners, and this is transferred to children who eagerly join in with adult and child led activities.

### It is not yet outstanding because

- There are fewer opportunities for children to learn about words, shapes and numerals in the outdoor environment.
- Although children learn to respect difference, there are few opportunities for them to see positive images of diversity in visual displays.

## 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 checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector observed activities in the main hall and outside area, and completed two joint observations with the manager.
- The inspector took account of the views of parents and carers spoken to on the day.
- The manager held meetings with the Nominated Person/ manager, the deputy manager of the provision and two other practitioners.
- The inspector looked at children's assessment records and the nursery's planning documentation.

## Inspector

Sandra Croker

## Full Report

### Information about the setting

Hopscotch Day Nursery is privately owned. It registered in 2007. The nursery operates from a large ground floor hall. It is in Bath, Bath and North East Somerset. There is an enclosed garden area for outdoor play.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 52 children aged from 12 months to five years on roll. The nursery provides funded early education for two-, three- and four-year-olds. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities, and children with English as an additional language.

Hopscotch Day Nursery is open each weekday from Monday to Friday from 8am to 6pm. It opens all year, except for a week at Christmas and a week at Easter. There are eight staff employed to work with the children; of these, three have early years qualifications at level 2, and three have early years qualifications at level 3. The nursery receives support from the local authority.

### **What the setting needs to do to improve further**

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

- enhance the opportunities for children to learn about words, shapes and numerals by displaying them in a purposeful context in the outdoor area
- extend children's understanding of the wider world, by providing more positive visual images of difference and diversity.

### **Inspection judgements**

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

Children involve themselves in a wide variety of activities, which encourage their imagination, curiosity and interest. Pre-school children eagerly make model animals out of play dough, and build stories around them. Staff introduce language skilfully, describing story characters as they develop. Children show good levels of fascination, as they use a touch screen, tablet computer to learn new words linked to different topics. Children play enthusiastically with wheeled toys indoors, because the hall encourages a feeling of openness and space. Although the nursery operates from a large hall, the youngest children have a small area where they can crawl, tumble and roll in safety. Staff plan times when toddlers and older siblings or friends play together. However, the youngest children explore from the secure, presence of their key person, who stays close by. All children develop good social skills.

Staff have a good knowledge and understanding of the early learning goals. They nurture and support children as they play. There is a good balance between activities chosen by children and those led by adults. Staff observe and assess children's interests, needs and prior learning, which helps them to plan a broad range of challenging activities. Children fill different containers in the sand, explore puzzles, create different rail tracks, and sort cutlery into trays in role-play. These activities help children to learn to problem solve and find new ways to do things. Children chat eagerly about sawdust, and grass seed, as they mix them and fill nylon socks. Staff encourage their fascination as they attach eye-shaped buttons and create other facial features. Staff tell children that 'grass hair' will eventually grow out of the top of these 'heads' and children ask questions to discover how. Staff manage the environment well, both indoors and outdoors. All children progress well with their learning because staff use resources imaginatively and deploy staff effectively. Children enjoy playing outside on the pirate ship, and sing familiar songs in their role-play. Staff help children participate in story time well, using visual cues and story props. Children enjoy easy access to a broad range of books. Young children enjoy sharing stories on their own with staff; older children choose books independently or engage in group story time. They enjoy singing and listening to music. The outdoor and indoor space is very motivating. Children use crayons, chalk, paint and white boards to develop an interest in early writing skills, making marks both indoors and outdoors. However, there are fewer opportunities for children to see words, shapes and numerals in the outdoor area to enhance their learning.

There is a good key person system. Staff engage with parents effectively, who complete an 'all about me' form for their children, and share developmental milestones observed at home. Staff identify children's starting points and create learning journals to share regularly with parents and show each child's progress. Parents are involved in progress checks for their children when they are aged between two and three. They have a secure understanding of where their children are in relation to children of a similar age. They share a targeted plan to support their children's future learning.

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

Children arrive eager to tell staff their news, and separate from their parents happily. They develop strong bonds with their key worker and the staff team. Children show they feel safe by how they behave. All children show a strong sense of belonging because staff have a good knowledge of their individual likes, needs and routines. Children receive lots of praise and encouragement, which makes them feel proud of their achievements. Children behave well because adults are good role models. Staff carefully consider the presentation of resources, giving children easy access to a wide range of experiences. The environment helps children express themselves creatively, use their imagination and play an active role in their learning. Through playing with resources that positively reflect differences, children learn to consider the needs of others. However, visual displays reflecting diversity are less developed.

Staff ensure that young children are warmly dressed to go outside in cold weather. Older children prepare well for transition to school, changing footwear and putting on coats

independently. Staff encourage children to manage their own hygiene, acknowledge, and encourage their efforts. They wash hands before eating, and clean teeth after lunch. Children enjoy healthy meals snacks and drinks during the day. They eagerly collect their meal and carry it to the table, finding their personalised place mat. Mealtime is a sociable occasion looked forward to by children. They enthusiastically chat to staff sitting and eating with them at each table. Children develop self-confidence in their physical skills as they participate in a variety of indoor and outdoor activities. They have daily opportunities to play in the well-equipped garden, riding on bikes, scooters and eagerly climbing on the pirate ship. Children gain an understanding of risk through these energetic activities, but staff give high priority to their safety.

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

Leadership and management have a good understanding of their responsibility to make sure the safeguarding and welfare requirements are covered. Staff have a secure knowledge and understanding of safeguarding issues and the procedures to follow. There are robust procedures in place for recruiting and vetting suitable staff. Staffing arrangements meet the needs of all children and ensure their safety. Required ratios are met at all times and staff are deployed well. Security is good.

Good systems monitor and support each staff member's training and professional development. For example, staff attend relevant training to support children with additional need. Parents speak very positively of the care provided and feel at ease talking to management and staff. The management team is extremely reflective and evaluates the provision well to identify anything that they could improve. There are plans to enhance the storage facilities of the outside area and create an attractive undercover area. Staff have created an environment that is welcoming, safe and stimulating. They actively seek the views of parents about the service they receive and use the information to improve care they provide. Staff inform parents of any changes through newsletters and discussion, enabling them to see that staff value their comments and suggestions. Staff consistently implement clear policies and procedures, and share them with parents.

Leadership and management have a good understanding of their responsibility to make sure the learning and development requirements are covered. Staff have a good understanding of the educational programmes. Well-organised systems monitor children's learning and development, so they make good progress towards the early learning goals. Daily evaluation of activities and observations of children ensures future planning is relevant to children's individual learning needs. Staff work very well alongside other external agencies. For example, systems to help children and families with English as an additional language are effective in meeting their needs.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### 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

<b>Unique reference number</b>	EY359727
<b>Local authority</b>	Bath & NE Somerset
<b>Inspection number</b>	903994
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Lucy Yeandle
<b>Date of previous inspection</b>	21/09/2011
<b>Telephone number</b>	01225 448 191

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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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