

Hop Scotch Pre-School

Cambridge Primary School, Cambridge Street, Barrow In Furness, Cumbria, LA13 9RP

Inspection date

26/03/2013

Previous inspection date

13/11/2008

The quality and standards of the early years provision

This inspection:

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

- Staff have a good understanding of safeguarding and health and safety procedures. This helps to ensure that children remain safe and secure while in their care.
- Staff provide an imaginative range of activities based on children's interests and individual learning needs. This results in children being highly motivated to learn through their play.
- Children are happy and settled and enjoy warm and trusting relationships with their key person and other staff. The high staff ratios ensure that children receive very good individual attention, which supports their emotional well-being and helps them to feel secure and confident.
- Staff work well with parents, the school and external agencies to support children's learning and development. Consequently, children receive consistent support when needed.

It is not yet outstanding because

- The use of print in the environment, such as signs and labels on storage baskets are not always used to help children develop their understanding that words have meaning.
- Children are not routinely involved in preparing their snacks, serving their food and pouring their drinks.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the pre-school room and the outdoor play area.
- The inspector held meetings with the manager, undertook a joint observation and spoke to the members of staff and children during activities.
The inspector looked at a sample of children's learning journals, planning documentation and operational files consisting of policies, staff qualifications and suitability documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Sandra Williams

Full Report

Information about the setting

Hopscotch Pre-School was registered in 2006 and is on the Early Years Register. It is managed by a committee and is situated in a classroom in Cambridge Primary School in Barrow In Furness. The pre-school serves the local area and is accessible to all children. Children use the pre-school room and there is a fully enclosed area available for outdoor play. The pre-school employs four members of child care staff. Of these, three hold appropriate early years qualifications at level 3. It opens Monday to Friday during term time only. Sessions are from 8.45am until 12.30pm. Children attend for a variety of sessions. There are currently 22 children attending who are in the early years age group. The pre-school provides funded early education for two-year-old children.

What the setting needs to do to improve further

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

- increase the amount of print in the environment, such as signs and labelling on storage baskets, to enhance children's understanding that words have real meaning and to further support their early literacy skills
- involve children in preparing their snacks, serving their food and pouring their drinks to further promote the development of their independence and self-care skills.

Inspection judgements

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

The manager and staff have a good knowledge of how children learn and develop. They provide an imaginative range of activities to support children of all ages to make good progress in their learning and development. Initial information is gathered from parents about the children during settling-in sessions. This information helps the children's key person to assess their starting points and to shape activities to meet the children's individual learning needs. Parents are actively encouraged to be involved in their children's learning in many ways. They are invited in to the pre-school to see their children's progress records and share information their child's key person. Sometimes the children send their parents invitations to come and see their work. Parents are also given suggestions of activities to complete with the children at home to support their learning. For example, they are currently helping their children to develop their vocabulary by learning animal names and colours. All of these methods are highly effective in helping parents to be fully involved in their children's learning and development.

Staff use Development Matters in the Early Years Foundation Stage guidance to accurately assess and track children's progress and plan for the next steps in their learning. Evidence gathered from observing children, talking to their parents and key person, as well as reading their learning journals, confirms that all children are making good progress towards the early learning goals, given their starting points. Staff have a good understanding about the characteristics of learning and they use effective teaching methods to promote suitable challenges to extend the children's learning. All children are well supported in acquiring good communication and language skills as they engage in conversations with the staff and their peers while they play together. Staff help children to build their vocabulary and learn correct pronunciation of words as they play games. Children enjoy an activity which involves them identifying items by putting their hands into a bag and guessing what is inside. Staff ask them questions about how it feels, to help them anticipate what it is. As the children sit in small groups they carefully listen to stories and answer questions about the stories. Staff effectively encourage the children's listening and attention skills by making activities fun. Children demonstrate their ability to maintain focus for periods of time, which prepares them well for when they go to school. Children recognise their names as they self-register on arrival. However, there is scope to improve the use of print in the environment, for example, signs and labels on storage baskets are not always used to help children develop their understanding that words have real meaning.

Children are encouraged to count in many situations, such as counting up to 11 children when lining up to go outside. The environment is rich in numerals and shapes displayed on the walls and in various number games. These activities support children to make good progress in their mathematical skills. Children's creativity and imaginations are promoted well as they help themselves to craft resources to create art work, which is proudly displayed on the walls. They enjoy singing action songs and learning sign language. Children learn about different cultures, such as Chinese New Year and St Patrick's Day by tasting food, creating pictures for the wall and playing with multicultural toys. In this way, they learn about similarities and differences between people and their diverse backgrounds.

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

Children settle well at this friendly and welcoming pre-school due to the effective key person system that is in place. Parents feel relaxed with the staff and share information about children's routines and individual needs. The good level of adult attention and warm interaction ensures that all children form positive and trusting relationships with their key person and other staff. This secure and safe environment helps them to develop self-confidence and to judge risks for themselves as they try new activities. For example, as children climb up the steps of the climbing frame for the first time, they are reassured and encouraged by the staff, which boosts their self-esteem. Children's behaviour is positive due to the clear boundaries and gentle guidance provided by the staff. For example, they are encouraged to work cooperatively together to tidy up their toys at the end of the sessions. They also say, 'please' and 'thank you' politely at appropriate times.

The pre-school is attractively decorated with children's individual art work and

photographs, which help them to feel valued and have a sense of belonging. The children independently choose from a wide selection of stimulating resources, which are easy for them to reach. This enables them to become confident learners and teaches them to make choices and play independently and cooperatively alongside others. While taking part in group activities, such as baking and story time, children show that they are learning the importance of taking turns and sharing with other children. Children have regular opportunities to enjoy fresh air and exercise in the outdoor play area. They move freely and confidently in a range of ways, such as climbing, running and pushing toys, skilfully negotiating space. Children also develop good hand to eye coordination as they throw and catch balls of varying sizes. They are developing good skills in handling equipment and tools effectively, for example, as they use spoons and knives during baking activities. Staff teach the children about keeping themselves and others safe by not running inside and not swinging on their chairs in case they fall backwards and hurt themselves.

Children develop good self-care skills as they learn to dress in suitably warm clothing before playing outside. They put on their coats, hats and gloves and know they will stay warm in the cold weather. Children also wash their hands before eating their food. Staff provide well-balanced, nutritious food for snacks, including fresh fruit. However, children are not routinely involved in preparing their snacks, serving their food and pouring their drinks. This means they do not benefit from rich opportunities to further enhance their good self-care and independence skills. Children are well supported in their transitions to the nursery school, due to the close working relationships that exist with teachers at the school. Children become familiar with the teachers before they move as they visit them and share the playground with the school children and teachers. This helps to make the transition smooth.

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

The manager and staff have a good understanding and knowledge of how to meet the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. A detailed set of policies and procedures are effectively implemented and shared with parents. Maintaining children's safety is taken very seriously and is treated as a priority by all of the staff. The security of the pre-school is good and the staff are vigilant at all times, which minimises the risk of intruders entering the premises. Staff have undertaken safeguarding training and have a good understanding of the policy and procedure to follow should they have concerns about children's welfare. The thorough recruitment and vetting procedures undertaken by the management committee ensure that staff are suitable and safe to work with children. Effective risk assessments and daily safety checks inside and outside minimise hazards in order to reduce the risk of accidents to children. The majority of staff are trained in paediatric first aid and are therefore prepared to deal with any accidents or medical emergencies should they arise.

Effective induction systems ensure that staff and students are clear about their roles and responsibilities within the pre-school. Appraisals are undertaken to monitor continued professional development and to identify their ongoing training needs of staff. Regular team meetings, training and meetings with the local authority advisors also effectively

support staff well in their daily work with the children. The manager has good systems in place to monitor the performance of staff, as she observes them and provides feedback to further enhance their good practice. She also monitors children's progress by sampling learning journals to oversee the quality of assessment and planning for their individual learning needs.

The manager and staff have a secure understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They provide a wide range of activities to help children make good progress in their learning and development, given their starting points. Very positive partnerships between staff and parents ensure that children's needs are well met. Parents spoken to express their satisfaction with the service provided, stating that the staff are extremely helpful and friendly and support their children's learning and development very well. Parents have complete confidence in the staff to protect and keep their children safe. Partnership working with external agencies and professionals, such as children's services, health visitors and speech therapists are highly effective in ensuring that children receive additional support when required. Recommendations from previous inspections have been taken on board and promptly addressed. This is a positive indication of how committed the staff are in maintaining continuous improvements. Thorough evaluation takes into account the views of children, parents and staff. The manager works closely with the local authority advisor. This results in a clear and well-targeted plan of action for future developments to enhance learning outcomes for children.

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 action. 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	EY331406
Local authority	Cumbria
Inspection number	856980
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	22
Name of provider	Hopscotch Pre-School
Date of previous inspection	13/11/2008
Telephone number	01229 894625

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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, which are usually the childminder's 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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