

# Hopscotch Day Nursery

16 Avenue Road, Belmont, Sutton, Surrey, SM2 6JD

## Inspection date

Previous inspection date

17/04/2013

18/02/2009

## The quality and standards of the early years provision

This inspection: 2

Previous inspection: 3

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 happy and engaged in their learning. They have a wide range of resources to choose from in an enabling environment where they are able to learn and make good progress.
- The nursery has a high regard for children's safety and well-being. Staff interact with children well while allowing them to take the lead in their learning.
- Children develop good social skills through positive interactions and role modelling by staff. They enjoy each other's company, play well together and interact at a high level.
- Management have highly effective systems in place to monitor staff and provide opportunities for them to develop their skills and knowledge, which impacts positively on the quality of provision and the progress children make in their learning.
- Partnership with parents is a strong feature. Parents demonstrate that they are happy with the care and learning opportunities available to their children and express that their children are making good progress. They enjoy the opportunities provided to discuss their children's learning.

### It is not yet outstanding because

- The range of learning opportunities at routine times of the day, such as just before, during and after meal times, are not as good as the high quality learning opportunities available during the rest of the day.
- Opportunities for outdoor learning and role play are not as well promoted as they are

for other aspects of children's learning.

## 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.

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 activities in the three main playrooms and the outside play area.
- The inspector spoke to two parents during the inspection and took into account the views from parents' questionnaires.
- The inspector and manager undertook a joint observation of an outdoor physical activity.
- The inspector examined documentation, including a representative sample of children's records, development plans and staff suitability records.
- The inspection included an interview with the manager to discuss documentation and safeguarding.

### Inspector

Wendy Kilgallon

## Full Report

### Information about the setting

Hopscotch Day Nursery has been established since 1990. The new owner took over in 2007. It operates from a converted building with three playrooms, an office, kitchen, toilet area and separate soft play room. There is also a secure outside play area. Children attending are mainly from the local area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare register. Currently there are 44 children on roll and they are all within the early years age range. The nursery receives funding for the provision of free early years education for children who are three and four years. The nursery supports children with special educational needs and/or disabilities and those for whom English is an additional language. The nursery opens five days a week all year round and is open from 8am to 6pm. The nursery employs seven staff to work with the children. Of these, six staff hold appropriate early years qualifications and one is working towards a qualification. The nursery receives support from a teacher/mentor from the local Early Years Development and Childcare Partnership. The nursery has gained accreditation for the quality assurance scheme 'Quality Improvement in Learning and Teaching (QuILT)'.

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

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

- develop routine times of the day, such as before, during and after mealtimes, to ensure a wider range of learning opportunities are available which reflects the high quality learning opportunities at other times of the day.
- extend opportunities for children to learn in the outdoor environment and role play area.

### Inspection judgements

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

Key persons know the children in their care well. This is because good quality information is gathered from parents at the start of the placement about children's starting points, what they like to do and important people in their lives. Children settle quickly as they and their parents are warmly greeted by staff when they arrive. The rooms in which children play and learn are generally well resourced. As a result children are able to play with a variety of equipment which is easily accessible from clearly labelled drawers and baskets. This promotes independence in all areas of their learning and development. Staff have a

secure knowledge of the Early Years Foundation Stage and activities are planned to cover all seven areas of learning. Children make good progress because staff support them well, understand their needs and plan appropriate next steps in their learning. Sometimes, for short periods just before or after routine times of the day, such as meal times, children have fewer learning opportunities in which to engage with while tables are being prepared or cleaned.

Staff observe what children do and maintain records of the progress they are making. As they observe children playing they find out about what they are interested in and use this to plan activities each week. This ensures children's individual needs are effectively met and the activities and experiences they engage in are suitably challenging. Each child has a learning journal containing observations, photographs and samples of their work. These are shared with parents, along with their next steps and ways they can support their children at home.

Children have daily access to the outdoor play area where they enjoy crawling through tunnels, pushing prams, riding on wheeled toys, using the slides and playing in the house. Other parts of the outdoor area are not always available so opportunities to dig or explore the natural world are lost. All rooms have musical instruments that children access independently which enables them to explore how sounds are made. One child enjoys banging a metal drum loudly. A staff member sensitively intervenes, supporting the child to play it gently so as not to frighten some of the younger children. Older children are beginning to write their names, supported through self-registration when they arrive. All children enjoy listening to and responding to stories which promotes language development well. Creative development is promoted well in the setting, with staff following children's interests by getting out the paint when it is requested. This leads on to some children learning about colour mixing, how paint feels when it is painted on their hands and how to make handprints. Children are given much freedom to extend their play themselves. For example, children build a door out of cushions and then work out how to get through it. Younger children are allowed to explore things at their own pace, for example, cutting up or ripping pieces of paper into tiny pieces or watching glue dribble from a glue stick. All the time staff interact positively, talking, motivating interest and giving encouragement and reassurance. Children like to use their imagination and show this as they engage in craft activities and when playing with small world toys. They like to take on roles in pretend play, but the role-play resources in the pre-school room do not actively support this type of play.

Children who are learning English as an additional language are supported well on the whole and overall they are making good progress in their communication skills.

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

Children develop a secure sense of belonging as they form strong bonds with their key person. Children show good levels of confidence and self-control during activities. They develop good self-care skills, showing they know when they are cold and need to put on a jumper or when they are wet from water play and need to change their clothes. However,

older children would benefit from being given more independence at meal times, for example helping themselves to food as they are currently served by the staff. The key person system is effective in ensuring that children feel secure and develop good attachments with the adults. This helps in settling children in and parents having confidence and trust in the setting. Children demonstrate very good relationships towards each other and genuinely enjoy each other's company. Children learn very quickly to take turns and co-operate with each other. They receive positive messages from the staff about acceptable behaviour with praise and encouragement. Children are reminded of boundaries through clear explanations and discussions.

Children are well nourished as they are provided with healthy, freshly cooked meals everyday and they have access to fresh drinking water at all times. Dietary needs are taken into consideration and all staff are aware of allergies children have to ensure they eat appropriate food. Every child has access to fresh air throughout the day by using the outdoor play area. All staff hold relevant first aid qualifications and know what to do if an emergency arose. Accident, incident and medicine records are kept.

All children settle well because staff are very well known to them and have a good understanding of their individual likes, needs and care routines. Children are supported as they begin to independently manage their own care and personal hygiene needs. For example, they know how to use the toilet independently and wash their hands. The nursery has established good links with other early years professionals and teaching staff at local schools, who are invited to the nursery to talk to children about starting school. This ensures a smooth transition and helps children to settle as they move on in their education.

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

The management team and staff are fully committed and truly understand their responsibility towards meeting the children's learning and welfare needs. Management play a vital and effective role in overseeing the daily running of the nursery, actively participating in all the rooms with all age groups and staff. They have a good understanding of their responsibility to ensure that the nursery meets the safeguarding and welfare requirements of the Early Years Foundation Stage. They have effective policies and procedures in place and monitor their successful implementation, which works well in practice. All staff and students have an induction when they first start working at the nursery to ensure they fully understand the policies and what is expected of them. Clear and robust recruitment of staff, risk assessment and monitoring of child protection is in place. This reassures parents that staff employed are suitable to work with children and that appropriate arrangements are in place to safeguard them.

The management regularly monitors staff's professional development through regular supervisions and appraisals and staff access relevant training to improve the quality of provision for children. Annual appraisals are suitably used to identify training needs and staff are keen to attend courses or work towards higher level qualifications. Aspirations for

the future are good and the management and staff team regularly reflect on what works well in the nursery and where improvements are needed. View of parents are taken into consideration when evaluating provision and identifying how to make improvements.

Children play and learn in a safe, well maintained and clean environment, with staff who regularly check for hazards through a rigorous risk assessment system. Arrangements for safeguarding children are strong and staff are fully aware of the procedure to follow if they have a concern about a child in their care.

Parents say they feel they are kept informed about children's daily activities, that their children are happy, content and extremely well supported to settle quickly and be fully involved in all activities and learning experiences.

### 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 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

<b>Unique reference number</b>	EY362191
<b>Local authority</b>	Sutton
<b>Inspection number</b>	844220
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Marie Theocharous Abreu
<b>Date of previous inspection</b>	18/02/2009
<b>Telephone number</b>	02087 700761

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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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