

Hop Skip & Jump Pre-School Group

United Reform Church, Addiscombe Grove, Croydon, Surrey, CR0 5LP

Inspection date	08/05/2013
Previous inspection date	07/07/2009

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

- Parents have very effective relationships with staff, who offer exceptionally good support to families through the weekly meetings where information is discussed and offered, which helps children make good progress.
- Children who are new are settled in very successfully as the staff ensure they understand every child's needs and offer effective support to individuals.
- The staff form a confident and effective team and children benefit from staff who share information to support them well.
- Outdoor play is supported very well and offers children a rich and imaginative variety of experiences and play options which successfully incorporate all areas of learning.

It is not yet outstanding because

- Children cannot easily or frequently to help themselves to their records and review their own progress and successes.

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 children's play and staff interaction, indoors and outside.
- The inspector and manager undertook a joint observation of the indoor activity at snack time.
- The inspector talked with several parents and took their views into account.
- The inspector sampled documentation including children's records, plans, policies and staff suitability records.
- The pre-school's self-evaluation was discussed.

Inspector
Susan Scott

Full Report

Information about the setting

Hop Skip & Jump Pre-School Group is run by Folly's End Fellowship Trust. It is one of three pre-schools associated with Folly's End Church, in central Croydon. It opened in 1992 and registered with Ofsted in 2001. It operates from a church community building in East Croydon. Children have access to an enclosed outdoor play area. The pre-school is open each weekday from 9.15am to 12.15pm, Monday to Friday, during term time only. Children from the local and surrounding areas attend. The pre-school is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The pre-school supports children with special educational needs and/or disabilities and children who learn English as an additional language. There are five members of staff working with the children, of whom four hold an early years qualification to at least level 2. It is a Christian setting that is open to all faiths. The pre-school incorporates Christian teaching in its education programme and receives in-house training and support from the Folly's End Church organisation. It provides funded early education for three- and four-year-olds.

What the setting needs to do to improve further

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

- provide more opportunities for children to discuss and review their own progress and success by making it easier for them to look at their learning records.

Inspection judgements

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

The atmosphere of the pre-school is very welcoming. Children clearly enjoy learning through play. All enter happily, even those who have recently started attending. They are keen to choose their play from interesting experiences offered. Staff support and stimulate children's learning well and provide good support so they extend children's learning. Staff support and guide children in their play so they cover the next stages identified in their planned programme of activities. Children choose from a wide range of materials and resources that provide challenge and which interest them. Planning is flexible and staff continually respond to children's individual interests. Children with special educational needs and/or disabilities are welcomed and staff refer to specialist advisors to support children's varied needs. Staff establish what children can do when they first start through observations, talking with parents and completing a record of development for the first six weeks. Staff base their plans on information and frequent observations of children's play. They record children's achievements using notes and photographs although these records are not readily available to the children who like to look at them.

Children who prefer to learn outdoors do so daily. They choose to go out into the varied and interesting garden areas at the side of the building, allowing them to decide for themselves when they wish to play outside. Children enjoy imaginative play outside, for example, when using dolls or building constructions with the wooden blocks. They also enjoy using the other large outdoor play area where they can run and use large apparatus. They use the large indoor hall sometimes for similar energetic play which challenges them to extend their physical skills using balls, tunnels and a parachute. Staff build upon children's enthusiasm for exploration during their activities in the side garden, such as by encouraging them to dig for worms. The children are interested in participating as the staff join in and provide suggestions and information. For example, a member of staff explains that the earth is really dry on top but that it is wet underneath and this is where they will find worms. Children extend their understanding by fetching magnifying glasses and using these in the outdoor environment. Staff talk to children constantly, making good suggestions and encouraging children to think about what they are doing. They extend children's vocabularies by describing what children are doing. For example, by describing the actions children use when 'rolling' and 'coiling' playdough to make 'snakes' or 'pressing down hard' to cut out shapes of 'dinosaurs'.

Children develop their early writing skills successfully by using the suitable resources to copy from their name labels and sometimes making lists for use in their imaginative play. Children are attracted to the book area and really enjoy listening to a story, joining in with enthusiasm. Children who are learning English as an additional language are supported effectively by staff who learn basic words in their home languages to help them express their needs. This approach enables children to feel more confident as they are valued and accepted.

Some children like to engage in imaginative role play, developing their skills and understanding of how things work by using the pots, pan and toy microwave. They practise gaining good hand and finger control in a number of activities, using sieves, spoons and whisks. Staff are skilled at incorporating mathematics into children's play and exploration. They encourage children to develop their understanding of numbers and counting when they use a segmenter to cut an apple at snack time. Staff help them cut the fruit into pieces and encourage them to count the segments they have made. Then they explain that eight segments means that the group of four get two pieces each which stimulates the children to consider how this is worked out. In such ways, staff help children gain useful skills for their eventual move to school.

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

Children's well-being is nurtured through very effective provision for personal, social and emotional development. All staff display sensitivity and a good understanding of how to organise the provision so that children feel secure and valued. Children, including those who are learning English, enjoy being here and show confidence in staff who learn some basic words in their home language which boosts their confidence and their progress. The key person system is used sensitively and effectively enhances children's feelings of safety

and the ability to trust the adults who care for them.

Children know how to keep themselves safe and respond promptly to reminders to share toys and not to hurt others. They are confident that the staff caring for them will support and help them when they need it and so are keen to talk to adults. They ask the inspector what she is doing at the group after staff have introduced her, showing an interest in everyone around them. They learn that another child has gone to India when they are responding to the register, as staff encourage them to respond to the roll call.

Children wash their hands before eating a snack and dispose of tissues in a bin, without reminders. They put on aprons to paint although younger children are confident that there is always a staff member nearby to help them if they need it. Occasionally, younger children need reminders to use tissues or paper towels but they all develop their personal independence well. They have confidence in staff who promptly respond to any needs they express. They enjoy the snack time when a small group sits with an adult and children help prepare the snacks. They spread cream crackers or help to cut up the fruit. Children are all encouraged to pour their drinks of milk or water and successfully manage to do this, using suitable small jugs.

All children enjoy frequent outdoor play and learn how to wear appropriate clothing for the weather. There are extra waterproof outdoor clothes, so all children can choose to play outside every day whatever the weather, even if they do not have their own outdoor clothing. This shows the staff commitment to equality of opportunity and promotes children's good health as they are all able to benefit from fresh air. Children really enjoy their energetic play whether in the large secure grassed area or in the hall. Staff provide a selection of popular toys and apparatus, such as the parachute which they use for games. Some children let off energy by running about with push-along toys and though staff allow them to do so they keep a close watch to ensure this does not become unsafe or lack sufficient challenge. As soon as they see that children have had enough free play the staff skillfully structure a game or some play for the whole group to maintain children's interest.

Staff promote the children's understanding of their local community by inviting parents and others into the group and by taking children out on visits. Children enjoy visits to the Horniman Museum, the city farm and local library, learning about the roles of adults in the community. Children behave very well, playing with each other and sharing resources, generally without the need for staff to intervene. These activities result in children who are ready to confidently move on to the next stage in their development and ultimately, school.

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

Arrangements for safeguarding children's well-being are well understood and effective. The provider and two managers ensure all staff are checked and cleared as suitable to work with children. The record of staff who work across the provider's three settings shows staff qualifications and checks clearly. This allows staff from the other settings to

cover sessions if staff are absent and everyone can see they are suitable. The provider is familiar with procedures to protect children's welfare. Policies and procedures are reviewed regularly. Staff have completed online training in safeguarding and all know how they have to respond to any concerns. Recruitment, supervision and appraisal are focussed on providing both good support and a varied range of positive experiences for children and their families. For instance, staff have regular supervision and each take responsibility for an area of practice. This approach allows staff to develop their knowledge and expertise to support others.

Self-evaluation is used effectively to identify and address any issues raised by staff and parents. The provider and managers work closely with specialists and staff from the local authority, acting on advice to improve the provision and the experiences of children. They welcome suggestions to improve what they offer the children and their families and make changes accordingly. For example, the storage of children's buggies has been improved and congestion in the corridor reduced when children are collected. Two secure outdoor areas have been developed and one offers children the opportunity to take the resources they are playing with outside and extend their play freely. The other offers a larger secure play area where a variety of energetic activities can be offered. Good support for staff development results in staff who are building upon their qualifications and skills. For instance, one staff member is completing her level three qualification.

Parents are enthusiastic about the provision and many praise the work of the staff. They feel staff are extremely supportive and easily approached because they are always listened to. Parents are familiar with their children's development and progress because they receive information on their children's learning frequently; they appreciate the informative conversations they have with staff on a daily basis. The pre-school offers a genuine welcome to families who can attend a weekly forum and discuss a variety of relevant issues. The provider responds to any interests and needs which are expressed and provides opportunities for families to share concerns or ask for information they might need. Each family is offered help in completing school applications if required. Children benefit from skilful settling-in sessions and the discussions staff have with parents on a variety of issues such as potty training. This underpins a consistent approach.

The pre-school staff value their relationship with the local Children's Centre and have developed their relationships with staff there to extend the range of information and support they can offer to families. Staff work with the nursery attached to the Children's Centre and the local school to benefit children who move on to attend these. Staff share information from specialist agencies or professionals and use the advice provided to support children with individual 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 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	124963
Local authority	Croydon
Inspection number	892580
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	25
Number of children on roll	27
Name of provider	Folly's End Fellowship Trust
Date of previous inspection	07/07/2009
Telephone number	020 8688 1464

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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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