

# Hopscotch

Unit 7, Fern Court, Sunnyside, ROTHERHAM, South Yorkshire, S66 3XJ

## Inspection date

Previous inspection date

09/05/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

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 2

## The quality and standards of the early years provision

### This provision is good

- The successful key person arrangement helps children form close bonds with caring staff. Children are well settled and feel safe and secure at the nursery.
- The learning environment and high-quality planning and assessment provide interesting and stimulating activities that interest and engage children, particularly indoors. As a result, all children are making good progress towards the early learning goals.
- Positive and purposeful relationships are forged with parents through good communication. This promotes the consistency of care for children and careful monitoring of their achievements.
- Management regularly review and reflect on their practice to continually find ways to improve their service.

### It is not yet outstanding because

- Children who learn best through being outdoors do not have access to the same rich and enabling learning opportunities that are available indoors.
- Partnership working with local schools has not been fully established to support children's transitions effectively.

## 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 two playrooms and the outside learning environment.
- The inspector took account of the views of parents spoken to on the day and information in the nursery's parental questionnaires.
- The inspector interacted with children and spoke to staff at appropriate times throughout the day.
- The inspector held a meeting with the manager to discuss the arrangements for safeguarding children and the delivery of the educational programmes.
- The inspector checked evidence of staff suitability and the setting's self-evaluation.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.

## Inspector

Sue Pepper

## Full Report

### Information about the setting

Hopscotch was established in 2008 and re-registered in 2012 due to new ownership, on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from converted premises with secure outdoor play areas and is situated in the Sunnyside area of Rotherham, South Yorkshire. The nursery serves the local community and is accessible to all children.

The nursery employs eight members of childcare staff, five of whom hold appropriate qualifications at level 3, and one member of staff is working towards this. The manager has a qualification at level 5. The nursery is open Monday to Friday from 8am until 6pm all year round. There are currently 48 children on roll, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It 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:

- increase resources in the outdoor learning environment to further improve opportunities for children to develop their numeracy skills
- improve relationships with the local schools to further support children's transition to the next stage of learning.

## Inspection judgements

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

Planning for the prime and specific areas of learning is good, and children have free access to a wide range of continuously available high quality resources and provision. They find out about places outside of their community through photographs and the use of large-scale maps. Staff have a good awareness of how young children learn. Babies and children under two years of age have a good range of opportunities for tactile and creative exploration of natural materials. They confidently develop their co ordination and movement and actively explore. Children snuggle down next to staff with a well-loved book which they know will be enthusiastically read to them. Staff sensitively make sure activities continue to interest and stimulate children. For example, they delight children by adding coloured feathers to the play dough and spontaneously blowing bubbles into the air. Outdoors, bells have been fixed to the trees, which tinkle in the wind alongside

floating canopies and light-reflecting materials. Staff also take babies out regularly for 'learning walks' in the local community, such as visiting the duck pond or park.

Children over two years of age confidently use the well-resourced learning areas, which encourage the development of all aspects of learning. Staff act as good role models, encouraging children to use information and communication technology imaginatively, such as a mobile phone or the till in the shop. The enabling environment indoors is rich in photographs, colours, shapes, numbers and text. The construction area and wide range of small world figures promote children's thinking and allow them to problem solve and practise developing their ideas and skills. Children spontaneously sing and confidently march around the room having fun, practising making sounds while playing musical instruments. Older children confidently collect their self-registration name cards on arrival. They also use their name cards well at the mark-making table to practise writing letters in their names. Staff use planned and everyday routines well to reinforce children's recognition of letters and sounds.

The presentation of activities and resources is very thoughtful and, as a result, staff ignite children's interest and fire their imaginations. For example, small world mini-beasts are hidden in soil and under natural materials, such as bark at floor level, for children to find. Children independently use magnifying glasses or collection pots to view the insects more closely. They use and handle books well to study photographs and find out more about the world around them. Good adult support and effective questioning encourage children to learn about insects and, as a result, they are beginning to name them and some can even explain how they use their antennae. Staff use play opportunities such as these naturally to further develop children's counting skills. For example, children are encouraged to count how many insects they find. Then staff make the learning more fun by hiding some insects away and asking children to count how many there are now, further developing their mathematical skills.

Children have regular access to outdoors where older children are learning to manage risks well. They enjoy a good range of worthwhile experiences, such as making marks using water and large paintbrushes and imaginary play with the large crates and tyres. They climb with self-assurance, ride wheeled toys confidently and are developing their football skills. However, there is scope to further enhance the provision in the outdoor play areas, in order to promote children's numeracy development.

Observation systems are well-embedded. They are used effectively to assess individual children's interests to further promote their learning. A strong child-centred ethos ensures staff plan well to meet their needs. Children freely access paints using a variety of different techniques creatively to develop their own ideas. Staff show great respect for all their efforts. Children are self-reliant and they enjoy using a wide variety of small world resources and a good range of different mediums independently. Staff use the 'Development Matters in the Early Years Foundation Stage' guidance effectively to ensure they identify the next steps in each child's learning. The progress check at age two is successfully completed and any child who is working below age-related expectations is identified and given additional support. Staff work well with outside agencies and parents to help close any gaps in children's achievements. Consequently, all children make good progress in their learning and development. They are confident, active learners who

explore the resources with great enthusiasm. As a result, children effectively develop the key skills they need for the next steps in their learning, including those required when they attend school.

Parents are regularly encouraged to share what they know about their child in their learning journals, and children's achievements are always well celebrated. Various methods are used to keep parents well informed about their child's progress, and good communication actively involves them in their child's learning, both in the nursery and at home.

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

Children are successfully helped to make the transitions from home into nursery at their own pace. Strong key person arrangements help children to form close attachments with caring and familiar staff who take time to get to know their individual needs and interests. Staff have high expectations for children and they are relaxed and friendly in their responses to them. This easy going attitude creates a relaxed learning atmosphere. The settled staff team work well together and are well deployed in the setting. All children receive a very warm welcome on arrival from staff who know them well.

Children under two years are naturally familiar with the older children's room because they regularly share hand-washing facilities with them. This aids their transition from one room to the next. Staff understand the importance of preparing children for entering the reception class in school. They show children photographs of the school they will attend next and they are keen to visit the local schools to further improve relationships with them and children's transition.

Daily booklets keep parents well informed and help with the exchange of information about what children do at home and in the nursery setting. This method of communication complements the daily verbal exchanges when parents are provided with information on their child's routine, such as eating, toileting and what they have learned each day.

Children are learning to share and take turns. Staff use helpful clues, such as waving their hands in the air when they want children to stop and listen. A large sand timer is used successfully to help children who need additional support to understand how to wait their turn. All staff act as positive role models. They consistently explain why they expect particular behaviour from children, such as not running inside so they do not slip and hurt themselves. Staff regularly remind children of the nursery expectations through the visual images of the rules displayed. As a result, children are learning to behave well and about the feelings of others as they seek to build friendships.

Children are happy and familiar with the nursery routines. Staff actively promote the development of children's personal self-help skills, and children explain that they know why they wash their hands before meals. They relish sociable mealtimes when their independence skills and good manners are very well fostered. They are often well assisted to serve their own food and regularly say 'please' and 'thank you' to one another. Children enjoy home-cooked, nutritionally balanced meals and regular healthy snacks. They are

developing a good understanding of healthy lifestyles. A child confidently points to the fresh fruit and vegetables saying, 'these foods are good for your body'. Children eagerly enjoy well-organised baking sessions. They readily join in the fun activities at group times. They listen carefully to adult instructions and they are keen to join with songs and action rhymes. They learn to play cooperatively as they pass the 'beat baby' around and they excitedly sing a welcome song to their friends as they arrive at the nursery.

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

The settled staff team and new owners have quickly developed good working relationships and are constantly considering ways they can improve what they do. The new owners understand their responsibilities for the provision and are committed to meeting the learning and development requirements of the Early Years Foundation Stage. They are keen to attend training to further enhance their understanding to more effectively support the management team. One of the owners is undergoing appropriate training.

Management have worked very closely with the local authority to improve the quality of their environment, observations, planning and delivery of the educational programmes and curriculum. Staff are hard working and committed to continual improvement. They support new members of staff and students well through effective monitoring and coaching. Staff supervision and appraisals are well embedded. A matrix of the staff training undertaken is in place. Staff are eager to attend training to promote their continuous professional development. The manager plans to introduce peer reviews to ensure the quality of teaching is consistently good. The nursery's self-evaluation is accurate and clear areas for improvement have been identified to further improve the service already provided. Staff recognise the outdoor play areas are not as well resourced as indoors and they have already begun to make some positive changes, which suggest their capacity to improve is good. The educational programme of activities covers all areas of learning. The depth and breadth of activities reflect children's individual interests and pace of learning. Staff's astute assessments ensure they are responsive to any differences in progress so that they are clear when to provide additional support or to increase challenge for more able children.

High regard is paid to the safety and safeguarding of children and meeting the requirements of the welfare requirements. Robust procedures are in place for ensuring staff are appropriately vetted and are suitable to work with children. Daily risk assessments are conducted in the playrooms. The premises are secure and regular fire evacuations are conducted with children to ensure they know how to leave the building safely in the event of an emergency. All members of staff have undergone first aid and child protection training so they are confident to deal with any issues if they arise. Those preparing food for children have a food hygiene certificate. Any accidents or incidents are recorded and appropriately dealt with.

Staff understand the benefit and importance of good partnership working. However, strong relationships with local schools are not fully developed to ensure children have consistent learning experiences. They have forged close partnerships with the local

authority early years worker and children's centre, and they engage the support of external agencies as appropriate. Staff demonstrate a good understanding of the benefits of working with parents so that children's individual needs are met. Parents express high levels of satisfaction regarding the helpful and friendly nursery staff and the stimulating, well-resourced provision. Some describe the staff as simply 'amazing'.

### **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>	EY454448
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	892447
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	42
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Hopscotch Rotherham Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01709 709900

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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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