

# Hopscotch Kids Club

Heathlands Primary School, New Church Road, West Bergholt, Colchester, Essex, CO6 3JF

## Inspection date

30/04/2013

Previous inspection date

23/01/2009

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 4

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

## The quality and standards of the early years provision

### This provision is inadequate

- Appropriate records and documentation to support the club are not available on site. These are in relation to staff suitability.
- Effective planning and assessment is not implemented consistently to ensure sufficient challenge for all children. The planning in place is not effectively used to take account of children's individual learning styles or tailored to meet their specific needs. As a result, children make insufficient progress.
- Staff do not have a sufficient knowledge and understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation stage. In addition strengths and weaknesses of the out of school facility are not identified and there is ineffective monitoring and reviewing of practices by management.
- Children are provided with limited opportunities to develop independence and to enhance their understanding of healthy eating, as they do not have opportunities to participate in the planning and preparation of snacks and drinks at snack time.

### It has the following strengths

- Children make good use of the extensive outdoor play area. They enjoy the flexibility of moving from inside to outside throughout their time at the club.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector held discussions with the manager, practitioner and children at appropriate times during the inspection.  
The inspector looked at a range of records including children's profiles, information about their learning, written policies and procedures, accident and medication records, the setting's public liability insurance certificate and two first aid certificates.
- The inspector took account of the views of parents spoken to at the time of the inspection.
- The inspector observed activities in the out of school club room and school playground.

**Inspector**  
Lynn Hughes

## **Full Report**

### **Information about the setting**

Hopscotch Kids Club was registered in 2005 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in the magnolia suite of Heathlands Primary School in West Bergholt, Essex, and is managed by a private company. The club serves the local area and is accessible to all children. It operates from a classroom and the main halls within the school and there is a fully enclosed area available for outdoor play. The club employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and above.

The club opens Monday to Friday term time only. Sessions are from 8am until 9am and from 3pm to 6pm. Children attend for a variety of sessions. There are 40 children on roll, of whom five are in the early years age group.

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

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that recorded information about staff qualifications and the identity checks and vetting processes that have been completed, are easily accessible and available at all times
- implement effective use of observations and assessment to plan challenging and stimulating learning experiences for all children. Ensure the educational programme is tailored to meet each child's individual learning needs.
- ensure staff have appropriate knowledge and skills to carry out their duties and receive coaching to improve their personal effectiveness, for example in relation to the delivery of the educational programme

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

- improve systems for self-evaluation to ensure leaders monitor, evaluate and assess strengths and weaknesses and drive improvements, involving parents, children and others in this process
- encourage children to become more independent and to develop knowledge of healthy eating by being more actively involved in the planning and preparing of snacks and meals.

**Inspection judgements**

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

Practitioners demonstrate limited knowledge and understanding of how children learn and the seven areas of learning. This is evidenced through observation documentation, which still relates to the six areas of learning. Practitioners make some basic observations of the children's play, however, these are not used effectively to tailor planning to meet children's individual needs. Practitioners' assessment of children's learning is not rigorously consistent. This results in some children not being effectively challenged and practitioners demonstrating limited knowledge of their capabilities.

Child-led activities generally underpin the delivery of the Early Years Foundation Stage within this out of school provision. This provides children with opportunities to guide their own play and to participate in freely chosen activities. Practitioners are on hand to support children's play, for example, they become involved in board games or facilitate children's ideas for crafts and creative activities. Some very basic planning is put in place during

practitioner meetings, however, there is no written evidence of this to show how practitioners have considered or securely cover all areas of learning in their planning.

Parents are encouraged to discuss their children's learning with their key person on an informal basis when they collect their children. They have some opportunities to share information about their children's learning at home. Practitioners share information with school staff informally to keep them updated about the activities children participate in. This aids a smooth transition between the club and the school on whose site the setting is situated. The club also has some links with the local pre-school and satisfactorily works in partnership with key practitioners at this setting.

Children make good use of the playground equipment, enabling them to climb and negotiate large play resources, thus developing physical skills. They use the nature garden to extend their knowledge of bugs, birds and things that grow. Hand-held electronic toys provide opportunities for children to develop their technology skills and to learn to take turns, as they wait patiently for their turn. A selection of craft materials enable children to express themselves creatively, making jewellery, pictures and collages. Children are confident talkers, who chat freely with their friends. Practitioners provide a specific time for children to share experiences from home with the rest of the group. They are encouraged to show their friends photographs and to talk about events they have participated in at the weekend.

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

Children are provided with some opportunities to develop their understanding about keeping healthy as practitioners remind them to use antibacterial hand gel before eating and to wash their hands after using the toilet. They enjoy a mid-session snack, which comprises of fresh fruit and vegetables, as well as something more substantial, such as crumpets. However, children have no opportunities during snack time to develop independence skills or to participate in the preparation of snack. Practitioners ensure that this aspect of the session is very adult-led, which results in limited opportunities for children to be further challenged or to develop knowledge about healthy eating. Good security measures ensure that children remain on the school site at all times and only known visitors and parents are allowed entry to the club. Children regularly enjoy fresh air and exercise as they play in the large school playgrounds. An undercover area close to the club room, provides shelter in poor weather, enabling them to play outdoors throughout the year. Practitioners use positive praise and encouragement to enhance children's self-esteem. They recognise that children need to be confident in order to be prepared for their next stages in learning.

A key person system operates in the club, enabling children to form appropriate bonds with a special person. The key person works with parents to help children to settle, for example, by enabling children to bring favourite toys and equipment from home. Children generally behave well and understand the club's rules. For example, they know that if they continue to show difficult behaviour following practitioners' requests to behave, their name will be written against the red, sad face on the white board. Children know their surroundings well and move confidently between the out of school club room and the

playgrounds. When not in use, the large school halls are also used by the club for indoor activities. Children learn to gauge and manage risks within a safe environment. For example, they negotiate and climb on large equipment in the playground and move confidently around it.

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

The club is privately led and managed by the registered person, who is also the setting's manager. The manager attends every day and works directly with the children. However, there is a lack of effective monitoring or evaluation of the setting. This results in poor quality practice and the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage not being effectively met. While the manager has encouraged some staff to attend training and says that she has an annual appraisal system in place, there is limited evidence to show how this has impacted on the effectiveness of the provision. There is no effective self-evaluation in place, which has resulted in limited identification of the setting's weaknesses. The provider has few plans for ongoing improvements.

Practitioners demonstrate suitable knowledge of how to protect and safeguard children. However, the provider has no proof of practitioner's suitability available on site. This is in relation to suitability checks completed and qualification status, being available for inspection. Therefore children's safety is compromised and this is a breach of a legal requirement. The written safeguarding policy has been updated to include the use of mobile phones and cameras within the provision. Children play in a generally safe environment as practitioners carry out safety checks before the children arrive each day.

Practitioners hold informal discussions with parents when they come to collect their children and children take home any creative work they complete. There are basic systems in place for sharing information with outside professionals and other settings that children attend, to complement their learning.

### **The Childcare Register**

The requirements for the compulsory 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>	EY316911
<b>Local authority</b>	Essex
<b>Inspection number</b>	820474
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Gillian Alayne Sims
<b>Date of previous inspection</b>	23/01/2009
<b>Telephone number</b>	01206 241058

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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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