

Hop, Skip & Jump @ Christchurch

Sumner Road, Croydon, Surrey, CR0 3LJ

Inspection date

14/05/2013

Previous inspection date

08/10/2010

The quality and standards of the early years provision

This inspection:

3

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 3

The quality and standards of the early years provision

This provision is satisfactory

- Staffs successful interaction with the children ensures they gain good communication and language skills.
- Children enjoy a wide range of activities, which helps them to make good progress in all areas of learning.
- Highly positive relationships with the parents help staff thoroughly understand each child's background, so they meet children's needs and offer parents good support.
- Staff provide children with stimulating a indoor and outdoor environment that helps them gain the skills required to move onto the next stage in their learning.

It is not yet good because

- Although the pre-school displays some words around the setting children have fewer opportunities to see print in their own and different languages.
- The pre-school failed to follow their safeguarding procedure, and meet the Early Years Foundation Stage framework requirements, to notify Ofsted of a significant event.

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 playing inside and out.
- The inspector spoke with staff and the manager and the owner questions about their roles.
- The inspector sampled documentation, including the safeguarding policy and discussed and recruitment and vetting procedures.
- The inspector spoke with two parents.

Inspector

Sarah Morfett

Full Report

Information about the setting

Hop, Skip and Jump Pre-school at Christ church opened in September 2001. It is one of three preschools run by Folly's End fellowship trust in Croydon. The pre-school operates from a church hall in West Croydon near the town centre. Children mainly come from the local area. The pre-school opens Monday to Friday from 9.15am to 12.15pm during school term time. All children share access to a secure enclosed outdoor play area. The premises have ramp access and disabled toilet facilities.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years. There are currently 28 children on roll, all of whom are in the early years age group on roll. The pre-school welcomes children with special educational needs and/or disabilities and those who speak English as an additional language. The pre-school employs eight members of staff, of these one holds the Early Years Professional Status, two hold early years childcare qualifications at level 3 and two at level 2 .

What the setting needs to do to improve further

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

- increase the opportunities for children to see words from different home languages around the setting so they can learn about different scripts.

Inspection judgements

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

Children make good progress in all areas of learning because staff have a good understanding of how they learn. An effective key person system means parents and children benefit from consistent support. Key staff gather good quality information about children's individual needs from parents. This provides a firm base for establishing children's starting points. Staff make regular observations of the children, whilst they play, to assess their progress. They record this information in a tracking book so they can easily identify what children need to be working on next. These details clearly inform the planning for each individual child. Any child who has additional needs receives good support. The staff have experience in working with other agencies to support them effectively. Consequently, they are working hard to close any gaps in their achievements. This means that all children make good progress, at their own pace, in relation to their starting points and are gaining the skills for future learning.

Staff focus on providing activities that ensure children develop the skills and attitudes required for school or the next stage in their learning. Children develop a love of books because they are supported well by staff who sit and read to them. The staff ask questions about the stories, point out things of interest and prompt children to predict what happens next through effective questions. Children enjoy singing and playing musical instruments, experimenting with the sounds they make as they shake and bang them. Children choose songs to sing and enthusiastically play along as they sing the words and repeat familiar refrains. For example, singing 'row, row, row the boat'. This helps children to gain a good understanding of rhythm and develop wider vocabularies. Children have very good opportunities to express themselves through a wide range of media. They can freely access writing areas where they mark make with pens and pencils. They develop strong hand and finger control as they use scissors and cutters in the play dough and thoroughly enjoy moulding and shaping the dough with their hands. Their hand eye coordination is challenged effectively as they play a game of 'blow football' with empty shampoo bottles and small 'pom poms'. Children use the bottles skilfully to score goals against their opponents. Consequently, they develop their smaller physical movement skills well.

Teaching methods are good and staff successfully interact with the children to promote their learning and development. They foster their interest and involvement by providing a broad range of experiences. They are adept at extending learning opportunities. For example, children spontaneously make a bus by placing a row of chairs one behind the other. Staff take their lead from the children and ask questions, such as 'where is the bus going?' and 'How long will it take?' They introduce tickets and children hand these out to one another, demonstrating their understanding of travelling with a ticket. This activity helps children to develop their imaginations and to act out familiar situations to make sense of the world around them. Parents have good opportunities to get involved in the pre-school. They are encouraged to come in and take part in activities with their children such as outings. Every term a lunch event is held where parents can meet other parents and talk to their child's key person. All parents bring a dish from their home country to share, which means different cultures are celebrated. Staff are developing a system where simple, fun tasks are sent home for the children to do with their parents or older siblings. These tasks are discussed with the children and reflect the most relevant areas for each child. This means that children's learning and development is effectively extended into the home.

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

Children play and learn in a friendly and stimulating environment. Staff set up the play area well, giving children plenty of choice and lots of room to move about freely. There is a wide range of toys and resources that cover all of the areas of learning and mean that children have a good balance of experiences. The staff work well to make the environment bright and inviting, by displaying pictures and posters around the room. However, there is less reflection of the children and staffs home languages. Therefore, children have fewer opportunities to see print in different languages to learn about other scripts and share in

one another's similarities and differences. Children thoroughly enjoy outside play everyday, moving around the space, digging, hunting for bugs and using wheeled toys. This helps them to learn how to control their bodies and develop good physical skills. They benefit from regular trips out of the pre-school, which helps them to learn about their part in the local community.

Children's physical and emotional well-being is catered for well. Children are happy, settled and have good relationships with staff. All children demonstrate good relationships with staff as they seek them out to play with and return to them often for reassurance. A vast number of children in the pre-school have English as an additional language. Staff work exceptionally well to support these children. They are two staff who speak the children's home languages and are able to communicate with both children and parents. They use the English translation alongside the home language so that children can develop a second language securely. If there are other languages within the pre-school staff work closely with parents to learn familiar words to support those children. They also use an effective pictorial system so that children can express their wants and needs easily. This means that all children receive very good support to move forward in their learning and gain a strong sense of belonging in the setting.

Safety within the pre-school is given high priority. The staff carry out a daily check of all areas children play to make sure they are safe and secure. Children demonstrate an understanding of their own safety as they talk to staff about travelling on the bus using seat belts to make them safe. Children show their understanding of good hygiene routines as they automatically wash their hands before they have their snack. They can choose from a good range of fresh fruit that means they learn to make healthy choices. Children develop good independence skills as they put spread onto their own toast and pour their own drinks. Staff reinforce good behaviour with lots of praise and encouragement that makes children feel valued and persevere in their learning. Staff are good role models and show ways of being kind and polite to each other. This promotes a culture of respect and means children learn to behave well and make the most of their time in the pre-school.

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

The leadership and management of the pre-school are generally effective and the staff team demonstrates a commitment to offering a good standard of care. However, this inspection was brought forward as the pre-school failed to notify Ofsted and the Local Authority Designated Officer (LADO) of an allegation of abuse against a member of staff within the designated timescales. This is an offence of the requirements of the Statutory Framework for the Early Years Foundation Stage. As soon as the pre-school owner realised their mistake she made the notification. She explains that as soon as she was made aware of the concerns she acted promptly and instigated an investigation. Throughout the investigation of the allegation, the manager and owner liaised closely with social services. They have since worked hard to address the gap in their knowledge and have attended child protection training. All staff have completed an online safeguarding training course which has developed their knowledge. They have reviewed the

safeguarding policy and this is comprehensive and informative. Staff demonstrate a clear understanding of the procedures to follow if they have concern about a child they are caring for. During staff meetings safeguarding procedures are discussed and the owner has devised a child protection quiz to test and reinforce staff knowledge. Other aspects of safeguarding are thoroughly secure for example, there is a good accident reporting system. Staff consistently and routinely talk to parents about any accidents or existing injuries, any concerns about children's health or hygiene, and any changes in their child's demeanour or behaviour. There is an effective risk assessment procedure in place. This ensures all areas children play are safe.

There is a clear focus on staff suitability and their personal development. The senior staff carry out regular supervision and appraisals to identify staff training needs and support staff in their roles. The whole team are involved in the evaluation process through regular staff meetings, this ensures the team works together to maintain continuous improvements across the pre-school. The manager and staff are dedicated in their efforts to work professionally with parents and other agencies. They have strong links with the local authority agencies to seek help and advice for children who have additional needs. The staff work closely with local teachers so children's transition to school is smooth. There is an exceptionally good partnership with parents. The manager and owner regularly hold an open session at the pre-school, where parents can come in and discuss any concerns, worries or issues about either their children or their personal situation. The senior staff work extremely hard to sign post parents to agencies who can provide them with help and advice. Parents report that they particularly value this type of support, which has had a positive effect on their circumstances. All paperwork and documentation is produced in the home languages of the parents and staff can translate for parents so they are clearly informed of the aims of the pre-school. This means the pre-school are fully inclusive and meet the needs of all users.

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	402933
Local authority	Croydon
Inspection number	908922
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	28
Name of provider	Folly's End Fellowship Trust
Date of previous inspection	08/10/2010
Telephone number	07748107766

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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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