

Hopscotch Nursery

50 Steyning Avenue, PEACEHAVEN, East Sussex, BN10 8HN

Inspection date

Previous inspection date

01/07/2013

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

- Staff provide a rich and varied range of play resources that helps to guide and stimulate children's learning.
- Children are happy and relaxed in their play because staff work well to provide an emotionally secure and comforting environment.
- Children experiencing the move to school are excellently supported with appropriate school activities, visits and information for families.

It is not yet outstanding because

- Strategies for sharing children's achievements between staff are not always consistent or clear particularly in the pre-school room.

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 took into account the views of children.
- The inspector took into account the views of a parent.
- The inspector viewed relevant documentation.
- The inspector took into account the views of staff.
- The inspector observed children at play.

Inspector

Rachel Southern

Full Report

Information about the setting

Hopscotch Peacehaven registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. The registration reflects that the company, established since 1988, is now a limited company. The nursery operates in a large converted house with three rooms dedicated to childcare. There is a large outdoor area for all children. The nursery receives funding for free early education for three- and four-year-olds. The nursery supports children with special educational needs and/or disabilities, and children with English as an additional language. There are 16 staff, 15 of which hold an appropriate early years qualification.

What the setting needs to do to improve further

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

- strengthen systems to keep all consistently informed of children's achievements .

Inspection judgements

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

Staff have a sound understanding of how to promote children's learning and development. Children have a stimulating range of activities that cover the whole curriculum, such as a well stocked book corner, opportunities for mark making, an outside garden area and themed resources dressing up. In particular the setting provides high quality opportunities for developing expressive art and design, children enjoy a range of creative activities, which enables them to master using small tools, paint brushes, stencils, scissors and cutters.

Staff are skilled at playing alongside children and extending children's play and ideas. This helps to engage children with play for lengthy periods and as a result children build concentration. Staff implement the curriculum and make observations and assessment on children's progress well. However, they do not always consistently share their observations with other staff members which means that occasionally key workers are not fully aware of children's achievements.

Staff are enthusiastic in their conversations with children, extending their vocabulary and building communication skills. Staff give sufficient time to respond to questions, which results in opportunity for children to develop overall in this area of learning. For example, during an activity about children's home lives, staff asked questions about the types of jobs mummy and daddy do, what clothes they wear to work, and skills they need to do

their job. This extended children's vocabulary about things that are familiar to them.

Staff have high expectations of the children. Staff can adequately demonstrate that all children, including those with additional needs or disabilities, and those learning English as an additional language, are progressing well. For example, staff describe their key children's progress and what they aim to achieve next. Activities reflect depth and breadth across the seven areas of learning and provide interesting and challenging experiences for children, this results in children being eager to participate, enjoying their time at the pre-school.

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

Staff have built strong relationships with children which promotes children's secure attachments. The setting has developed a warm and caring environment, with some quiet and cosy areas. The key worker system supports children's individual needs and is effective in providing an environment which develops unique interest. For example children settled into adult-led role play activities with their key worker, focusing on aspects of family life and familiar events from home. This fosters a sense of belonging for the children.

Staff have developed some good relationships with the families in the local community, communication with parents is maintained by sending out detailed information in newsletters, emails and face to face contact which provides a welcoming atmosphere for both parents and children. Children's behaviour in the setting reflects their calm and relaxed feeling of security. Staff are kind and patient with the children, they follow expected routines and are positive role models, listening well to children's ideas, this allows the children to feel assured and confident in their surroundings.

Staff have shown clear consideration of the emotional impact on those younger children experiencing changes at home, in addition to preparing older children for transition from the setting to school.

The setting supports children in developing an understanding of a healthy diet, children are encouraged to prepare their own fruit, vegetables and drinks at snack times, using appropriately safe kitchen utensils, to develop a good sense of independence and knowledge of foods. Displays and books show different kinds of diets and food from around the world which promotes children's understanding of diversity.

Staff promote children's physical development through a well considered selection of adult led activities both indoors and outside in the garden. Staff encourage children to play games using large motor movements such as skipping with ropes, riding trikes, or digging in the mud. Indoors children play with foam and sand, or thread laces through shapes, this supports children's co-ordination skills.

Good hygiene practices are actively promoted and incorporated into the daily routines to encourage children to care for themselves. They have access to liquid soap and paper

towels minimising the risk of cross infection. Relevant Health & Safety notices are displayed, children learn about staying safe because staff encourage children use protective clothing for messy activities or playing outside. Staff talk about holding hands when crossing the road, and read books about stranger danger. This allows the children to develop a sense of self identity, and learn how to protect themselves.

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

Management, supervision and accountability are clearly understood by the manager and deputy manager. Staff are encouraged to reflect upon their continuing professional development and improve their knowledge and practice through gaining qualifications and training.

Both management and staff fully understand the policies and procedures applied to the setting's practice for safeguarding and the requirements of the Early Years Foundation Stage. Examples of good practices observed include the use of registers for visitors signing in and out of the building, staff guidance and supervision, and use of an incident and accident book. Staff demonstrate their understanding of safeguarding procedures and how to protect children from harm.

The manager of the setting provides effective techniques for self-evaluation through appraisal and reflection. All members of staff are encouraged to attend regular to discuss planning and changes to activities, planning or general practice, and this results in the setting developing accountability to a good extent.

Partnerships with families using the setting are relaxed and informal, as a result parents feel confident in the settings practice. Staff have considered the needs of families with children moving to school well. Staff have strong links with local school teachers and children have made visits to their new schools as they progress through their final term. Staff and management have developed appropriate collaborative links with outside agencies and other Early Years providers such as speech and language therapists and health visitors. This has been effective in providing a good service to families and children who attend the setting.

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

Unique reference number	EY455751
Local authority	East Sussex
Inspection number	895331
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 5
Total number of places	39
Number of children on roll	104
Name of provider	ACPH Limited
Date of previous inspection	not applicable
Telephone number	01273 584 250

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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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