

# Hopscotch Nursery

14 Bavant Road, BRIGHTON, BN1 6RD

## Inspection date

Previous inspection date

03/06/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff create a welcoming, attractive and child friendly environment that helps to support children's safety and growing independence impressively.
- The setting provides excellent resources for the development of children's learning.
- Staff support children exceptionally well in their transitions between groups within the nursery and on to school. As a result, children settle quickly.
- Staff form very good relationships with children and this results in children being secure and very confident.

## 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 viewed documentation including planning and policies.
- The inspector carried out a joint observation with the manager.
- The inspector observed activities in all play rooms and in the outside area.
- The inspector took into account the views of parents spoken to during the inspection.

## Inspector

Rachel Southern

## Full Report

### Information about the setting

Hopscotch Nursery, Bavant Road was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. This registration reflects that the company, established in 1988, is now a limited company. The building is a converted building in Bavant Road, Brighton. Childcare is provided in six large rooms, including a sensory room and soft play room. There is an outdoor area for all children to use. The setting receives funding for the provision of free early years education for children aged two to four years. There are currently 104 children on roll. School-age children can also attend in school holidays. The setting supports children with special educational needs and/or disabilities, and children with English as an additional language. The setting employs 20 staff, one of whom has the foundation degree in early years and qualified teacher status. Nine staff are qualified to level 3, three staff are qualified to level 2 and six staff are in training.

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

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

- develop areas for reading and provide easy access to books to further promote children's literacy development.

### Inspection judgements

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

Educational programmes help children reach or exceed expected levels of development because staff ensure children make the best possible progress, taking into account their starting points and individual capabilities. Observation, assessment and planning is used highly effectively to promote children's all-round learning and development. Staff take full account of children's individual needs, interests and learning styles. Prime and specific areas of learning are incorporated into themed activities throughout each day. Staff's careful use of questioning and giving time for children to consider and respond results in children quickly developing creativity, curiosity and imagination in their play. Staff nurture children in their communication and language development. They use picture cards, familiar words in children's home languages and work in close partnership with outside professionals to ensure that all children acquire English language skills

Children are supported successfully in all areas of their learning because staff at the setting provide rich and varied experiences for children. Assessments are precise; children are assessed formally when starting at the setting and ongoing assessment is completed regularly. Staff produce detailed two- year checks, including information from parents and

considerations for next steps for learning. Children are closely monitored and next steps are recorded. Staff use information gathered through assessment to plan activities that build extremely well on what children already know and can do. As a result children progress extremely well and gain the skills to prepare them for school.

Staff have high expectations of all children at the setting, staff members encourage the children to be enthusiastic in their play and children are eager to join in activities with staff. Key workers engage and motivate children excellently, talking about what they are doing and asking appropriate questions to help children consider what might happen next. Any gaps in learning are quickly identified and plans are made to ensure children develop in these areas rapidly. Staff use resources creatively to support planned themes for activities. For example, a section of the pre-school room is converted into a supermarket with lots of fantastic resources for dressing up, such as, baskets, food packets, tills, mini trolleys and shelves. This is a popular area and well used by the children.

Staff support children's play by asking appropriate open-ended questions, inspiring the children to think about what happens in supermarkets, thinking about food lists and people's jobs. This helps children to gain understanding of the world. The setting is excellently resourced, but the position of the book corner means that it is not always well used. This has a slight impact on the provision for literacy development. Other aspects of the programme for literacy are very good. For example, children have plenty of opportunities to use books to learn about the wider world and different people. They practise early writing skills because writing materials are readily available and learn that print carries meaning from the labels they see in the environment.

Staff actively engage parents in their children's learning and development. Parents are encouraged to share information about their children's learning at home, and staff provide detailed information about their children's progress. They also offer activities for families to do at home together to further develop learning in a particular area. Strong collaboration between parents and the setting provides a nurturing and familiar environment for children.

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

Staff are highly skilled and sensitive in helping children develop secure emotional attachments. Key persons and their children form strong bonds. Children receive genuine warmth and affection from staff who readily give cuddles of reassurance and show kindness and great consideration for each child's needs. Children demonstrate a good sense of independence in the setting, showing confidence and a growing sense of self-identity. An example of this can be seen in the children's 'Self Care Area' where children help themselves to tissues or cups of water; as a result children learn to make independent decisions about their own care needs.

Staff ensure children are happy and enjoy their time at the setting. Children settle easily and are eager to play. Staff develop children's good behaviour and co-operation very well, encouraging the use of words such as 'please' and 'thank you' at appropriate times, and

gently reminding children of the 'Golden Rules'. As a result they develop consideration of the welfare of their friends, staff and themselves.

Staff understand the importance of physical exercise. Adult led activities encourage children to exert their energy both indoors and outside. Children play games that involve skipping and running, and a large indoor soft play area is an excellent resource for sliding and balancing. Children of all ages relish opportunities to practise their developing physical agility. For example, babies join in 'dancing time' with great enthusiasm. Staff encourage older babies to sway, bend, jump and wave their hands, which clearly develops their physical movements in a fun way.

Children develop an understanding of eating healthily by managing their own snack time. Snacks are prepared as part of an adult-led activity. Children safely cut fruit and vegetables. Some children are encouraged to try hummus and bread for the first time, this helps to develop children's experiences of different types of food. Staff talk about being healthy and different kinds of diets, this helps children to think about the foods they eat at home and what it means to be healthy.

Key persons ensure children are prepared for the next stages of their learning excellently. Staff talk to children about moving to a new area of the setting, or to school. They invite teachers from local schools to visit children, and groups of children are taken to visit their new classrooms. Staff carefully consider the needs of children and families. They provide useful information such as a 'school list' to show children and parents who is going to be attending the same school. As a result of such initiatives children who might feel anxious about going to school for the first time gain reassurance and confidence at this time of change.

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

Leadership within the setting is inspirational. The manager and senior members of staff work excellently in maintaining their levels of achievement. Examples of this can be seen in their attendance at regular meetings with other managers from the setting's franchise, continuing to develop knowledge of the Early Years Foundation Stage through review meetings and ensuring clear lines of communication with senior staff. The process of observation, assessment and planning are carefully considered at all levels so that staff are able to record the progress children's learning accurately.

Staff are exceptional in understanding their responsibility to families and children attending the setting. They demonstrate their accountability and knowledge of safeguarding matters and welfare requirements of the Early Years Foundation Stage in their everyday practice. Staff implement policies and procedures well. They are given a copy of all policies and procedures during their induction period, and these are left by the signing in book so they are available for reference, if needed. They know what to do in an emergency and are all clear about their roles in risk assessment. The setting is maintained

to an excellent level of safety and security and staff are vigilant in their supervision of children.

A high quality level of supervision of staff is provided by the manager and senior staff members. Newly employed members are offered constant support and guidance; established staff members attend review meetings every three months during which they develop a personal development plan. The manager regularly requests meetings with room leaders to reflect on ways to enhance the setting. An inclusive environment for all staff is provided.

Review and reflective consideration of practice is very good. Self evaluation is developed formally within the settings Quality Assurance (Quilt) process, in which managers and senior staff update documents once a term.

The setting maintains highly effective partnerships with external agencies such as speech and language therapists or members of PRESENS, who provide outreach services to support children in the Brighton and Hove area. This has ensured families receive appropriate support and advice. Collaborations between staff and other local settings provide excellent continuity of care for children who attend more than setting. This also serves to support their learning and development highly effectively.

### **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>	EY455747
<b>Local authority</b>	Brighton & Hove
<b>Inspection number</b>	895561
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	58
<b>Number of children on roll</b>	104
<b>Name of provider</b>	ACPH Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01273 566 673

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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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