

Hopscotch Kids Club

Yeadon Westfield Infant School, Westfield Grove, Yeadon, Leeds, LS19 7NQ

Inspection date	19/09/2013
Previous inspection date	07/01/2009

The quality and standards of the early years provision	This inspection:	2
	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		2

The quality and standards of the early years provision

This provision is good

- Children receive good levels of care from a strong team of staff, who build a rapport with the children. This results in children, who are secure, happy and confident to express themselves. This supports them in developing a positive attitude to school and future learning.
- Children are well protected by robust risk assessments and clear procedures, which ensures that they are always well supervised and cared for. They develop an understanding of how to take measured risks through regular reminders and clear guidelines from staff.
- Management and staff are actively involved in the identification of the strengths of the provision and areas for further development. The views of parents and children are also sought and well considered in improvement strategies.
- Good behaviour is promoted by staff, who provide clear and consistent boundaries. Consequently, children behave well and show they feel safe in the environment.

It is not yet outstanding because

- Some staff occasionally take the lead during craft activities, for example, by cutting shapes out for children. As a result, their developing creativity is not always fully extended.

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 the children engaged in activities in the playroom and the outdoor play area.
- The inspector talked to the staff and the children at appropriate times throughout the inspection.
- The inspector looked at a selection of the setting's documentation, including children's special books, the operational file and safeguarding children information.
- The inspector acknowledged the views of the parents and children through written statements and those spoken to at the inspection.

Inspector

Lindsay Dobson

Full Report

Information about the setting

Hopscotch Kids Club was registered in 2008. The club is registered to care for children on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It operates in the single storey, detached annexe building on the site of Westfield Primary School in the Yeadon area of Leeds. The whole of the annexe is used for the out of school club and children have access to the school hall. There is access to outdoor play in a dedicated play area. The club serves the local area and is accessible to all children.

There are currently 66 children on roll, of whom 17 are in the early years age group. The club is open between 7.30am and 9am and 3pm and 6pm during term time and 7.30am and 6pm during school holidays. There are five members of staff working with the children, of whom three hold early years qualifications.

What the setting needs to do to improve further

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

- extend opportunities for children to have even more freedom and choice to express their own creativity as they explore and use media and materials.

Inspection judgements

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

Children are happy and enjoy coming to the out of school club to take part in a very good variety of fun activities. They are actively involved in the planning of activities and staff work hard to accommodate children's preferences and support their progress. Staff's good skills in identifying next steps in learning ensure that individual interests, capabilities and ages are taken into account in the planning of activities. Children relate well to their peers and staff, who support and encourage them to develop in confidence. Staff members join children in their play, guiding and helping them with their chosen activity. They consistently foster children's language development through conversations and offering ideas. Staff observe children and make notes in their special books, which is a reflective journal used by staff and children alike. Children and staff take photographs to ensure there is a record of their learning and development. Good systems are used to track children's progress, so this information is able to be shared between staff, parents and school.

The environment is organised very well to enable children to explore and investigate. Staff create a secure environment where children demonstrate a sense of trust and develop

warm relationships with adults and peers. Younger children are supported by the older ones, who help them to settle, find friends and gain confidence in their new environment. Good organisation of resources promotes inclusion and provides free choice to encourage children's independence in initiating their own play. Children are supported in developing their understanding of diversity and the wider world as they go out in the community, for example, to visit the farm or celebrate cultural festivals. Children also access a good selection of resources, which depict positive images of diversity and difference. As a result, children learn to value and respect others.

Children's creativity is supported in many ways. They enjoy playing the musical instruments, designing a train track with their friends and making and doing in the craft area. For example, children make a house for their toys. They use boxes and paints to make the structure and talk about what they are going to put inside. Staff support these activities and overall, children have the freedom to manage their own skills and follow their own ideas. However, occasionally newer staff take the lead with the children. For example, they cut out the shapes for them during a planned activity and this impacts on their ability to develop their fine motor skills and their individual creativity.

All children are emotionally secure and they enjoy their environment, converse freely with staff and visitors and are confident and content. Older children help and support younger children, including them in their play and helping them with activities. Children spend long periods of time engaging in table top activities where they find and match cards, laughing and giggling to each other as they test their memories. Children enjoy developing their knowledge of information and communication technology as they use the computer, showing good mouse and key board skills while others are skilful at using the handsets on the computer games. During children's self-initiated play, staff members are focused on building and complementing what children are learning at home and at school. Staff actively engage parents to share children's prior skills, knowledge and understanding through the use of an 'all about me' sheet. Parents have opportunities to be involved in their children's learning and development through daily conversations with their children's key person as they drop off or collect them. Information about their children's learning and development is also available for them to see in the artwork and photographs displayed around the setting.

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

Staff are caring and help new children to settle into the out of school club by providing them with flexible settling visits. Children are able to learn about the club, the routines and activities, which supports them to settle and be confident. Each child is able to choose a key person, who offers them further support, liaises with their parents and observes and assess their ongoing development. This approach enables children to feel comfortable at the club as they quickly follow the routines and show they feel secure in the environment. Parents talk very positively about how their children enjoy attending the club and how staff are very good at communicating important information. This helps parents to feel confident about the care and education that their child receives. The established partnerships with parents and host school enable staff to provide consistent experiences for children and enhance their development by providing a continuity of care over time.

Children confidently approach staff if they are worried or have a problem. Staff listen to them and work with children to enable them to settle their own conflicts. Good behaviour is clearly promoted by the staff team, who sets consistent boundaries to ensure that all children enjoy their time at the setting. Children respond well to the rules and routines and play happily alongside their peers. They love to put a pebble in the jar for their recognised achievements. Children know that collectively as a group when the jar is full, they can share the enjoyment of a vast range of new and exciting resources for the club.

The main playroom used by the club is welcoming and safely set out in clear learning areas. Children play cooperatively in groups and are becoming increasingly independent. They select and choose activities and enjoy the responsibility of carrying out small tasks, such as washing up their own tea plates. Older children are sociable and confidently engage with staff and support the younger children in the club. As a result, children enjoy a happy, relaxed environment, which supports their well-being and enjoyment of all activities.

All toys and play equipment are well maintained by staff, who check them daily. Children are able to play happily and securely because the resources and play area are safe and suitable. Topics and discussions are used well by staff to help to support children's understanding of safety issues, such as road and fire safety. Children regularly practise fire evacuation procedures within the club, which means that they are developing an understanding of how to keep themselves safe in an emergency. They are learning to play safely through regular reminders from staff. Outdoor play activities available each afternoon, such as competing in team games, playing football and building with the large crates provide good opportunities for children to exercise their limbs and have fun. Children are effectively supported to develop a good awareness of the importance of a healthy lifestyle. Planting and growing fruit and vegetables in the 'secret garden' help children to learn about healthy diets and they enjoy sampling the produce they grow, for example, the strawberries. Widening children's taste in food and a good knowledge of healthy foods and where they come from is given a high priority within the club. Children relish the food tasting sessions and the independent choices they make about the foods they are going to eat. They enjoy sociable mealtimes in the club, where they are encouraged to serve themselves and help to tidy away. This contributes well to the level of children's self-esteem and overall well-being.

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

Policies and procedures are continually reviewed and all required documentation is effectively maintained. The safeguarding and welfare requirements of the Early Years Foundation Stage are understood by the manager and staff and are met. Staff have a clear understanding of safeguarding children in relation to child protection issues. They receive regular training on safeguarding and are aware of the signs and symptoms of abuse should a concern arise. However, the inspection was triggered following a concern made to Ofsted regarding the safeguarding of children. This led to Ofsted raising an action with the provider with regard to their procedures for reporting concerns to the appropriate authorities. The provider has met the action and the setting remains registered with

Ofsted. Systematic recruitment and vetting procedures, including a detailed induction of new staff helps to ensure that they are safe and suitable to work with children. The security of the premises is given a high priority and is well maintained throughout. To eliminate hazards, a detailed risk assessment and daily safety checks are carried out in all areas. This ensures children learn in a safe environment without restricting their development.

Staff receive ongoing support through the appraisal and supervision processes and this helps them to identify their strengths and areas for development, along with further training needs. This contributes towards and supports their professional development. Regular meetings also take place between the manager and staff to review their practice. The manager is highly motivated to enhance practice within the setting. Through gathering the views of staff, children and parents, she has completed a detailed self-evaluation of the setting, in order to identify areas for further improvement. There is a clear improvement plan in place, which leads to better outcomes for children. Any changes made are done, so with children's individual needs in mind, therefore, the group's capacity to improve is very good.

Partnership with parents are strong. Their views are regularly sought, mainly through discussion and questionnaires, although, there is also a comments box available to them. Children add their views through ongoing communication with the staff. Parents speak highly of the service and regard the staff as 'very approachable and friendly'. They appreciate how well staff accommodate their children and say their children 'love to come to the club'. The manager has a solid understanding and working knowledge of the importance of working in partnership with external agencies to ensure appropriate interventions for children should they need them. Partnership working with the host school is very good. This enables children to benefit from an effective continuity and consistency in their learning and to help support them to make the transition between school and the club.

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
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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	EY373027
Local authority	Leeds
Inspection number	932958
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	66
Name of provider	Hopscotch Kids Club Ltd
Date of previous inspection	07/01/2009
Telephone number	07947 600494

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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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