

Hopscotch Private Day Nursery

Bishop Goss Complex, Rose Place, LIVERPOOL, Merseyside, L3 3AN

Inspection date	05/09/2013
Previous inspection date	22/07/2009

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

- Children make excellent progress with any needs identified quickly through precise assessment of children's starting points.
- The main outdoor area is outstanding with a wide variety of learning experiences and child-initiated play. This develops excellent understanding of risk management and exploration.
- Children settle extremely well because staff always 'go the extra mile', such as moving rooms as children do, to ensure secure attachments.
- Staff have high expectations of what children can accomplish. As a result, activities offer innovative challenges that highly motivate children to achieve.
- The management team have meticulous understanding of the importance of staff training. This ensures knowledge is exceptional and children benefit from a highly qualified and enthusiastic staff team.

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 observed practice and tracked a child in pre-school room.
- The inspector observed practice outdoors with all ages.
- The inspector spoke with staff at appropriate times throughout the day.
- The inspector spoke with the special educational needs coordinator about educational plans.
- The inspector took account of the views of parents.

Inspector

Kerry Greenall

Full Report

Information about the setting

Hopscotch Private Day Nursery was registered in 2004. The setting is situated in a converted school building in the centre of Liverpool. The ground floor of the building is used for the nursery and provides four playrooms, bathrooms, staff facilities, an office and reception area. There is an enclosed area for outdoor play. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register.

The setting is open from 7.30am to 6pm each week day, all year round with the exception of public holidays. The nursery supports children who have special educational needs. There are currently 92 children on roll, with a number of children receiving funding for nursery education.

There are 16 staff employed, including the manager who is qualified at level 6 and the deputy manager, who is working towards a qualification at level 6. All staff hold appropriate qualifications or are working towards one. One member holds a management qualification at level 5, while another has a degree in Adolescent and Childcare. The nursery receives support from an early years advisory teacher.

What the setting needs to do to improve further

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

- enhance children's recognition of the meaning of print in the outdoor environment, for example, by continually display text and labels outdoors so children understand what plants are growing and how to care for them and provide a soft, cosy area outdoors so young babies can explore and relax while enjoying the fresh air.

Inspection judgements

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

Staff have high expectations of what children can do and identify any issues quickly. Staff produce precise assessment cycles and have clear knowledge of how children learn. This is evident from how children's interests are developed into individualised planning. As a result, children are making excellent progress with any gaps in development closing rapidly. Children with special educational needs have clear plans in place to help them achieve next steps in learning. Plans show rapid progress in all areas with special attention within communication and language development. Games and activities are regularly sent

with parents and carers to encourage further learning at home.

The development of communication skills is given high priority, with staff using an exemplary breadth of language to increase vocabulary and extend learning. Children respond quickly to instructions and show understanding of routines especially when they begin to go outdoors to play. Staff have introduced different songs to sing with each area of routine such as hand washing, lining up outside and tidy up time. Children immediately respond to the songs linking the tune with an action and parents explain that the songs have also become part of their home routine. Even younger children are very able to find their own coat and help to tidy toys away with support. All staff within the setting, ensure children are extremely happy and settled before any activities take place, especially after sleeping. Each room displays enhancements in each area to support staff and offer ideas for developing learning. This inspires and extends language to be used, including action words and describing words that best fit the activity. Children are encouraged to take home reading books to begin their first stages of recognising simple text and linking sounds to letters. It is an animated daily activity in the pre-school room to revisit the days of the week and the weather, as well as practising their sign language. Staff also sit with children each day looking through the local newspaper and the children chose a picture that means something to them. For example, a child recently picked out a picture of a football team and the child commented, 'My dad plays football and I play in the garden and kick the ball up high into the sky'. Staff note the comments made by children, which are later used as further discussion tools and help children to express their own preferences and interests.

Children who use English as an additional language attend the setting. Flash cards and stories in other languages are provided with parents having excellent links with the setting to discuss relevant festivals and celebrations. Children learn French as a weekly activity where they show huge enthusiasm and excitement as they pick up new words. Staff have begun to learn words themselves from different languages, including French and Polish to support children who attend.

Staff are highly motivated to help children succeed and have checked with the local school to purchase books the children will be reading so they can become familiar with them. Staff significantly enhance children's communication skills placing a sharp focus on the characteristics of effective learning. Staff help children practise sign language in the pre-school room, such as the first letter of their names and colours each day. Younger children are also taught signs, such as, 'please', 'thank you' and 'more' to be part of their daily routine and extend communication opportunities.

In each playroom, family pictures are displayed on the walls and referred to regularly helping the children to engage in conversation about their activities at home and distant family members. Staff are extremely skilled in their practice, helping children feel at ease as they are encouraged to share their stories about family with others. Children are confident in their surroundings meaning they have made secure attachments and are keen to have a go at all activities through playing and exploring. In the baby room, staff have superb attachments with children and are able to verbalise their exact development stage and parental wishes. Clear individualised planning allows for children to engage in activities based on their stage of development and what they enjoy doing.

Children are supported in each room by a thorough assessment on entry to find children's starting points. Parents are encouraged to complete a very detailed 'All about me' form with an additional form to provide further information about their child's learning and development. This ensures staff are fully aware of how best to support children and extend on what they already know. Parents are heavily involved in their child's learning and are kept up-to-date via regular meetings and termly detailed reports with key workers. The reports are extensive covering all the seven areas of learning and highlight any additional needs or special achievements, clear evidence of children's next steps and any additional support that may be required.

Children are very enthusiastically supported by staff in the pre-school room to make pizzas as it is national 'Pizza Day'. The children have exceptional understanding of hygiene and all wear hygienic hair nets as they are confidently engrossed in the activity, enjoying adding toppings. Staff encourage children to make choices and provide optimal challenges including opportunities for discussion about food types. The children are also learning to understand concepts, such as size and shape, as well as developing a deeper understanding of handling tools and following instructions. It is clear the children regularly bake and cook within the setting, as they are highly skilled and familiar with the tools they are using and have excellent understanding of hygiene routines.

The main outdoor play area is of exceptional quality. All areas of learning are heavily promoted in a safe, imaginative and challenging environment. Experiences are endless with a huge array of resources, areas for focused activities, excellent staff deployment and a wealth of opportunities for exploring. Children are extremely confident to access all areas, developing a deeper understanding of how things work and move. Exciting opportunities are also created to read in a cosy library or the playhouse in a timber lodge. Staff have detailed separate planning for outdoors to extend learning but also links to the indoor planning so children's interests can continue to be explored. Babies have a separate play area which introduces them to new experiences with interesting items, such as tunnels and rockers. Babies have suitable flooring for crawling and good resources to extend learning.

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

Staff have exceptional knowledge of their key child's well-being and how best to support them to meet their needs. Parents are very aware of the role of a key worker and who their child's key worker is, as well as how to contact them. Parents speak very highly of their relationships with staff and how they feel their child's well-being is highly supported and how they are regularly informed of achievements and needs. Children's care arrangements are first class with any requests being met to ensure the comfort of all children. Parents are encouraged to meet with staff on a regular basis to discuss any changing needs or routine requirements. When potty training is imminent parents are asked to discuss methods with the key worker and a key person partnership review is completed meticulously. As a result, children settle extremely well and parents' wishes are

consistently adhered to.

Children have a huge amount of well-organised and accessible resources to enhance all areas of learning. If staff or parents highlight any need for further support staff are quick to collate resources in a sack to take home, so learning can be further extended. Observations and parents' feedback has revealed children have hugely improved in certain areas of learning, such as the development of their mathematical skills.

The daily routine is displayed in each room at the child's height with pictures to help all children to be able to follow it. The routine is very flexible especially in the baby room. Within each area of the routine staff have thoughtfully highlighted where the routine links to guidance documents and what the child may be learning within general care routines. This includes hand and face washing encouraging children's development as children 'respond to and thrive on warm, sensitive physical care'. This shows staff are actively contributing to children's care needs and proactively linking all aspects of care to evidence their development.

Children have an exceedingly well-planned, varied and healthy menu which highly promotes fresh fruit and vegetables five times a day. The daily feedback sheets to parents also indicate what has been eaten, including how many portions of fruit and vegetables each day. This ensures close monitoring of what children are eating and promoting healthy choices in line with parents' wishes. At meal times, children are invited to serve themselves from serving dishes and pour their own drinks. Staff encourage their independence while monitoring portion control. Staff enthusiastically enable young children to engage with staff as they recognise if they need help with a task. Staff give the highest priority to safety and continually encourage children to be aware of their own safety and managing risks at a level they can understand. Children are aware of daily hazards and can verbalise being careful with drinks, utensils and scissors.

Highly skilled staff sensitively support transitions into other rooms. Staff are innovative with their ideas and some staff also move rooms when groups of children do to ensure continuity of key workers and attachments. Where a new key worker is introduced this is done slowly and carefully to allow children to build trust overtime. Staff offer consistent high levels of care taking into consideration all aspects of every child's individual preferences. This includes preferences of ways food is served, independence of certain daily tasks, potty training technique or preference of activities. Children then feel confident to explore and enjoy one-to-one activities suited to their specific needs.

Children's imagination is developed extremely well within the setting. 'Tilly the bear' goes home with children who may be settling-in, visiting the dentist or doctors or when parents have requested it to help children sleep in their own beds. The bear goes home with accessories and a book for parents to write in and add photos. The children talk about 'Tilly the Bear' and are keen to share their experiences of when she went home with them, helping children to understand their feelings and support positive well-being. The bear is used throughout the year and hugely extends children's well-being and friendship building skills.

The setting has extremely close connections with the local school. Teachers are invited

into the setting to meet children getting ready to attend. This helps children to make connections and have opportunities to ask questions. School uniforms are used in role play to help children become familiar with them and many discussions about school take place as children get ready to move on.

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

All staff, including staff in training have an excellent understanding of the procedures, ensuring safeguarding children and monitoring safety are given the highest priority. Staff fully understand the importance of discussing any concerns with the management team and are extremely confident in their roles. The management team has excellent leadership skills and rigorous systems are in place for monitoring staff recruitment and deployment. Highly robust, detailed supervisions and appraisals take place, including verbal one to ones. Consequently, all staff have full understanding of their responsibilities to meet the needs of children. The manager actively carries out meticulous peer observations of staff practice and dedicates staff meetings to focus on areas for development through self-assessment. Individual plans are put in place, so staff are clear on what training may be identified and how this will further benefit their role in the setting.

A first class self-evaluation highlights all areas of excellence and considerations for development so staff and parents can see the setting's vision. Recent evaluations of parents' feedback encouraged staff to include more detail on the daily record sheets and evidence of children receiving their five fruit and vegetables a day. Staff identified that funds could be better spent in the setting rather than on ink, so purchased memory sticks in order that personal photographs of children could be downloaded and given to parents to keep as they leave the setting.

The management team have superb links with nearby children centres and the local authority. This allows for specified training to be delivered to existing staff and new staff, as they are recruited. The management team are highly motivated to provide the best possible training and supervision for staff, so remain supernumerary and monitor practice closely to ensure the best outcomes for children.

The management team consistently check staff knowledge of the educational programmes for children. This enhances all aspects of their role ensuring planning and assessment is highly focused and providing rich, varied and imaginative challenges for children. All staff hold a recognised childcare qualification or are working towards one. Staff are supported to attend higher education courses with most staff wishing to start the next level to enhance their knowledge of practice.

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	EY276244
Local authority	Liverpool
Inspection number	651964
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	61
Number of children on roll	92
Name of provider	Susan Marie Adamson
Date of previous inspection	22/07/2009
Telephone number	0151 207 2121

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Type of provision

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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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