

# Hopscotch Day Nursery

Bodriggy Street, Hayle, Cornwall, TR27 4ND

<b>Inspection date</b>	08/01/2014
Previous inspection date	08/10/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Staff do not supervise children closely enough to ensure their safety. As a result, children are not safeguarded adequately.
- Staff do not carry out adequate risk assessment procedures to ensure children's safety. Consequently, children are put at risk as they are able to access unsuitable resources.
- Self-evaluation systems are not robust enough to identify and address weaknesses in practice and the effect of these on children's care and learning.
- Book corners for older children are not highly visible, accessible, or always well stocked to encourage children's use and fully promote their developing literacy skills.

### It has the following strengths

- Partnerships with parents effectively support children with English as an additional language, supporting their growing communication skills and encouraging parental contributions to children's progress.

## 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 spoke with parents and carers and took account of their views.
- The inspector observed activities in all the playrooms and the outdoor play areas.
- The inspector held discussions with the provider and staff.
- The inspector checked documents relating to the suitability and qualifications of staff.
- The inspector sampled documentation regarding safeguarding and welfare and planning and children's progress.

## Inspector

Lynne Bowden

## Full report

### Information about the setting

Hopscotch Day Nursery registered in 2007 and operates in the former Bodriggy School building in Hayle, Cornwall. It forms part of Hayle Children's Centre. Children have use of four playrooms and these are divided loosely into age groups: birth to two years, two to three-year-olds, and three to five-year-olds. The nursery also provides before and after school care for children up to the age of eight. Children have access to two garden areas within the nursery and the children's centre garden, which they use under close supervision. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open from 7.45am to 6pm each weekday and operates all year round, with the exception of bank holidays. There are currently 80 children in the early years age group on roll. The nursery receives funding for the provision of free early education to children aged three and four. Children come from a wide catchment area. Some children also attend local schools. The nursery supports children with English as an additional language. There are 10 members of staff; all of whom hold appropriate early years qualifications to at least level 2. Of these, two members of staff have completed early years degrees.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure children are supervised appropriately at all times to help keep them safe and prevent accidents
- ensure risk assessments identify potential hazards to all children and that action is taken to reduce the risk, particularly in relation to the pre-school room
- ensure the systems used to foster continuous improvement are robust; make sure that self-evaluation identifies and addresses key weaknesses, priorities and targets for improvement based on rigorous monitoring of practice.

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

- enhance children's literacy skills further; for example, by encouraging the older children to make more use of the book corners to fully promote their interest in books.

## Inspection judgements

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

Staff use information from parents along with their own observations to establish children's interests, starting points and abilities. Key persons identify their children's next steps and plan and provide activities designed to promote their learning. Staff support children to build their skills at age appropriate levels. For example, in the baby room they encourage the young children to create marks and shapes in a variety of materials. For instance, they use their fingers to draw triangles and stars in a tray of flour. In the pre-school room, staff encourage the older children to write their names and label their own art work, so using their writing skills for a purpose. This helps to promote children's future learning.

Staff use the 'Every child a talker' programme to monitor children's speech development. This increases staff awareness and leads to earlier interventions to support and promote children's speech. Staff support children with English as an additional language well. They share information with parents about key vocabulary, noting and valuing children's speech in both English and their home languages. Staff provide and use dual language books and all languages are on display in the environment. This makes the setting welcoming to all families and raises children's awareness of a range of languages. Children begin to recognise their own name as they self-register by moving their photograph and name labels onto the registration board as they sign themselves in. During imaginative play about space travel, children show their knowledge and understanding of books and stories read to them. They don colanders to wear on their heads as space helmets during their journey into space. The book corner in the baby room is cosy and inviting, under a canopy and with several books on display in accessible storage. However, book areas in the other play rooms are above the role play areas, up a flight of steps. In one instance, the display unit is empty with a few books scattered on the floor amid the cushions. This makes these areas less evident and inviting and does not effectively promote older children's developing literacy skills and help them gain an interest in books.

Senior staff monitor the assessment and planning processes. This helps to ensure that key persons make accurate assessments of children's progress and plan and provide a balanced educational programmes to help children make progress. They also use assessment records to identify children needing additional support and monitor the effectiveness of their educational programmes for all groups of children.

Staff encourage parents to share information about their children's achievements and progress at home and these are added to their children's learning journals. These learning journals show individual children's progress in all areas of learning. They enable staff to produce written progress reports for two-year-old children and share these with parents. With parental permission, the setting shares information about children's development levels and with other providers to promote consistency of learning and care.

Craft materials and resources are readily available. This supports children's growing independence as they confidently select and access the tools they need to create models.

They describe and talk about their imaginary journeys through space as they enjoy playing in the large space rockets that they have made and decorated from cardboard boxes and a variety of materials. Staff encourage children's thinking and problem solving skills. For example, when children find that drawing paper keeps rolling up and they look for objects to hold it down, staff enable children to experiment and consider and discuss which objects work most effectively. The praise and encouragement that staff give to children for being helpful and considerate behaviour results in older children, thanking and praising their friends for sharing and taking turns. This gives children understanding of the social skills that they will need for the future.

Staff support and encourage babies' developing physical skills. They encourage babies to reach and explore toys and resources near them as they enjoy 'tummy time' and looking around when they are able to sit up. These activities help develop their strength, balance and coordination. Older children learn to climb up and down steps and stairs as they climb up to nappy changing areas and up to the book areas. They also learn to climb and balance on logs and equipment in the outdoor play area.

Staff make use of resources both indoors and out to raise and consolidate children's awareness and knowledge of different shapes. For example, they encourage children to create, discuss and identify shapes using both dough and sand and drawing around templates indoors. They consolidate this learning by organising a shape hunt outdoors. Children thoroughly enjoy hiding and hunting for a variety of shapes in the sandy area, while also enthusiastically splashing and jumping in puddles and observing where rain water flows from the tarpaulin cover. Staff encourage children to discuss and decide on suitable clothing to wear for rainy weather and encourage their independence as older children attempt to dress themselves. At times, however, the lack of attention staff pay to ensuring that resources children use are appropriate affects the provision for children's learning and development, as well as their safety.

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

Staff develop warm and caring relationships with children, which results in children being happy and confident in the setting. Staff celebrate children's achievements, displaying artwork, and photographing and saving models that they make to show their parents. This supports children's self esteem and confidence. Staff raise children's awareness and understanding of safety issues by inviting the school crossing person, members of the fire service and the police to the nursery. This increases children's knowledge of people in the community and their understanding of personal safety. However, failure to conscientiously complete safety checks and lack of staff vigilance has not always ensured that accessible resources are suitable and children are safe. This means children's welfare and well-being are not adequately safeguarded.

The setting builds on their previous participation in the Healthy Early Years project, through their involvement in Cornwall's Nipper's Nutrition programme, to provide and promote healthy eating. Staff respect and follow babies' individual sleep and feeding routines. They quickly respond to signs of tiredness and sensitively follow each child's

comfort and settling rituals, providing comforters and feeds where necessary. Consequently, young children quickly and happily settle to sleep and records show that staff check frequently on sleeping children. Staff remind children of the need to wash their hands at appropriate times. They present positive role models as children see staff wearing disposable gloves when changing nappies to minimise risk of cross infection. This shows good hygiene practices are integral aspects of the nursery routine.

To support children's moves through the nursery, the key persons accompany the children on visits to their next rooms. In addition, the key persons share information about children's care and learning. In preparation for children's move onto school, the setting invites teachers from local schools to visit and meet children at the nursery and staff accompany them on visits to their future schools. To help promote consistency and continuity of care and learning for each child, the staff share information with other early years providers and professionals involved with the children's care and education.

Children learn about difference and diversity through daily access to books and toys representing people of different cultures and skin tones, dual language books and multi language labelling. The introduction of sign language throughout the setting supports and encourages communication for all children. Children's growing confidence, communication skills and independence prepare them well for moving on to other groups and schools.

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

The inspection was brought forward because of a recent incident reported to Ofsted, which raised concerns relating to child supervision, children's safety and risk assessments. Evidence gathered at the inspection confirmed the recent incident did take place and found that risk assessments and safety procedures were not rigorous enough to ensure that inappropriate resources were inaccessible to young children. In addition, children were not being supervised appropriately to help keep them safe and prevent accidents, although there were low numbers of children attending at the time of the incident. This demonstrates there is a weakness in staffing arrangements and the procedures to safeguard children and ensure they are supervised adequately at all times. These failings result in breaches of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage and associated requirements of the Childcare Register.

In response to this incident, the provider quickly took some steps to help address the issues; for example, by reminding staff of their responsibilities and minimising some future risks. However, in the pre-school room, there are still a number of hazards to younger children which are not clearly identified or risk assessed, such as small construction toys, marbles, counting beads and scissors. Although some of these items are stored out of children's sight, these are still accessible to exploring children. Therefore, staff are not minimising all risks to children, particularly when the younger ones are brought into this room when there are low numbers of children attending the nursery. This means children are not adequately safeguarded. As a result of the inspection findings, the provider is

required to take further action. This is because they are not meeting all the legal requirements to safeguard children's welfare.

All adults working on the premises undergo checks regarding their suitability to work with children. The premises are secure with close circuit television and staff controlling access to the building. Records are kept of visitors and their identification is checked. The provider and her staff attend child protection training and are aware of safeguarding issues and the procedures to follow if they have concerns about a child's welfare. They are familiar with the setting's whistle blowing procedure. All staff have current first aid training and follow appropriate procedures to administer first aid and medicines to promote children's health and welfare.

Effective links are in place with other early years providers to enable all to provide complementary learning and care for each child. Staff liaise with other professionals and agencies, such as speech and language therapists, in order to meet children's needs and support their learning and progress. Partnerships with parents are good. Parents contribute to their children's learning journeys with information about their children's achievements and learning at home. They say that they feel well informed about their children's progress through reading their learning journals and discussions with their children's key persons. They value the good relationships that their children develop with their key persons.

The provider and her staff have a sound understanding of their responsibilities in meeting the learning and development requirements. Regular staff supervision meetings and appraisals enable the management to identify and address any issues and support staff development and training to improve the quality of the provision. The deputy monitors teaching practice and supports and mentors staff to promote their professional development. Her monitoring of the observation and assessment records and planning helps to maintain consistency in the quality of the educational programmes.

The provider has taken effective steps to address the actions and recommendations made during their last inspection. These steps and her response to the recent incident demonstrate the provider's capacity towards continuous improvement. However, the systems of self-evaluation are not robust enough. Although the views of parents are obtained through feedback questionnaires and staff are involved in completing the evaluation, the current process has not identified or addressed key weaknesses in practice which have led to the breaches of legal requirements.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register).
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register).



## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY365165
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	949969
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	69
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Hopscotch Day Nursery Partnership
<b>Date of previous inspection</b>	08/10/2012
<b>Telephone number</b>	01736 755600

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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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