

Hopscotch Pre-School

Aldingbourne Community Centre, Olivers Meadow, Westergate, Chichester, West Sussex, PO20 3YA

Inspection date

31/01/2014

Previous inspection date

09/02/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- The children are welcomed into a warm, friendly setting, where they are valued and included.
- Staff make sure children have access to a wide range of activities throughout the day.
- Children feel safe and secure in the pre-school and arrangements for safeguarding the children are robust.
- Children thoroughly enjoy their time at the pre-school. Children of all ages are happy and confident.
- An excellent partnership between the pre-school and parents ensures key information is shared between them.

It is not yet outstanding because

- The educational programme ensures children are making good progress in the different areas of learning; however, children's progress in mathematics is not as effective as in the other areas.

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.

Inspection activities

- The inspector discussed the format of the inspection on arrival.
- The inspector observed activities in the indoor and the outside learning environments.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector took account of the views of parents spoken to on the day.
- The inspector and manager undertook a joint observation of an activity.

Inspector

Alison Large

Full report

Information about the setting

Hopscotch Pre-school registered in 1981 and is privately owned and managed. The pre-school operates from Aldingbourne Community Centre, Westergate, in the Chichester area of West Sussex. The pre-school have sole use of a large hall with access to toilets. There is provision available for the children for outdoor learning. The pre-school serves the local community and the surrounding areas. It is registered on the Early Years Register and the both compulsory and voluntary parts of the Childcare Register. The group opens five days a week during school term times. Sessions are from 8.30 am until 1pm on Monday to Fridays. Afternoon sessions are from 1pm until 3.30pm Monday, Tuesday Wednesday and Thursday. There are currently 30 children aged from one year to the end of the early years age group on roll. The pre-school receives funding for early education for three and four year olds. Children are able to attend for a variety of sessions. The setting supports children with special educational needs and any who speak English as an additional language. The pre-school employs six members of staff. Four staff hold appropriate early years qualifications, including the manager who has a Foundation degree in Early Childhood Studies.

What the setting needs to do to improve further

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

- extend the educational programme for mathematics by making sure suitably challenging experiences are planned, to ensure all children make good progress, across all aspects of this area of learning.

Inspection judgements

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

Children are happy and settled. They learn and develop well in relation to their starting points and capabilities. Staff organise the routines successfully to enable children to have lots of learning opportunities. Children are encouraged to make choices and take part in a range of activities that interest them. Staff collect observations and photographic evidence of children's play and includes this in each child's 'learning journal' record. Staff use a tracking sheet showing how children are progressing in the different areas of learning and to identify any gaps in children's progress. Children are encouraged to count and use numbers in a variety of ways. They are starting to recognise shapes and name colours. However, there are fewer opportunities provided in mathematics for comparing length, weight, capacity and time. At present, the children's tracking sheets are showing that children's progress in mathematics is not as effective as in the other areas of learning. Staff monitor and develop systems for planning and assessment to ensure the activities and learning experiences support children's interests and the next stages in their learning.

Throughout the nursery, children are keen to join in with activities and are developing warm relationships with each other and staff. Staff use good quality teaching methods as they interact and sit at the children's level maintaining eye contact and encouraging them to listen, helping contribute to good listening skills. This approach also helps prepare them for school.

Children gain competence in communicating, speaking and listening because they are supported in their learning. Staff reinforce words with the children and provide alternative words to extend the children's vocabularies. Children develop very good communication skills and chat happily both to one another and to adults. Staff support children extremely well, by offering praise and encouragement and demonstrate a good understanding of children's individual learning needs. Younger children are actively involved in their play, confidently selecting and exploring resources. They are supported well by staff and as they progress, they become confident in their daily routines. Children are able to enjoy a wide range of activities, which stimulate them. The children particularly enjoy their time playing outside, where they are able to benefit from energetic physical exercise. They enjoy running, riding, jumping and stretching their muscles.

Staff share the children's assessment records with parents. They discuss with them the children's next steps in their development and learning, to ensure they are fully involved in their child's learning. Staff keep parents well informed about the life of the pre-school via the notice boards and through daily chats. They state they have seen their children make good progress while at the setting. The setting has implemented the progress checks for two-year-olds and all documentation is in place.

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

The pre-school is organised to provide a stimulating learning environment, with colourful resources and access to areas where children can explore freely. A well established key person system supports children's achievements and parents have good links with their child's key person. Children are developing relationships with each other and interact well together throughout the setting. They know what is expected of them and are confident to make their own choices and decisions. Their learning and growing understanding of the world around them, prepares them well for future life. Children behave well, they are learning to share and take turns and play well together. Staff are good role models and effective behaviour management systems ensure children know right from wrong. Children have discussions on how actions have consequences, they talk with staff about what will happen if they run around indoors and children respond that they may fall or hurt someone. Staff calmly support children in learning how to keep themselves safe.

Children are learning about good hygiene practices and healthy lifestyles. Staff teach the children good hygiene routines. They discuss why it is important to wash hands before eating and after using the toilet. The pre-school provides a variety of healthy and nutritious snacks, and drinks are available throughout the session. Children have daily use of an outside area and daily physical exercise is included in the planning. Children enjoy the outdoor play opportunities; they dig in the sand, ride bikes and scooters, run and

jump. Children are energetic and manoeuvre themselves with good levels of capability. Staff help support the children when they first join the setting and as they prepare for the move to school. Staff have developed good relationships with the local schools the children will move on to, to ensure children have a successful progression. Staff support the children well as they develop their independence and gain the skills needed to be ready to move on.

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

Children are secure and happy, in a welcoming environment, that offers a variety of resources and play opportunities. Staff work well together as a team. They organise the learning environment well and ensure that children can move freely and gain easy access to the good range of interesting resources. Arrangements for ensuring that children are safeguarded are robust. Staff have a good awareness of the safeguarding policy and procedures, which are implemented effectively to ensure the children are safe. All staff know their roles and responsibilities concerning child protection. There are strong vetting and recruitment procedures in place, which helps to ensure the suitability of those individuals working with children; appraisal systems are annually completed for all staff and the induction process is thorough. Thorough risk assessments are in place and are used to identify hazards and the action needed to minimise risk. A comprehensive range of policies and procedures are in place covering all areas of the provision. Staff are deployed effectively to ensure that children are fully supported and protected at all times. Equality and diversity are promoted well. Children are provided with an inclusive environment and learn about valuing each other's differences. There are systems in place to monitor and evaluate the setting, to ensure any strengths and areas for development are highlighted.

Information is displayed around the setting so that parents and children can feel a good sense of belonging. The partnership between parents and the pre-school is very good. Parents sign a range of agreements when their children first start and thorough records are kept of children's attendance and any accidents or medication administered. Parents receive regular information about their child's progress and are able to chat to staff when dropping off or collecting their children. Parents report they are extremely happy with the care their children receive and find staff very friendly and approachable. Arrangements are in place to liaise with other providers the children may attend, to ensure information is shared about their learning.

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

Unique reference number	113532
Local authority	West Sussex
Inspection number	813446
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	1 - 5
Total number of places	30
Number of children on roll	30
Name of provider	Theresa Marie Leighton
Date of previous inspection	09/02/2011
Telephone number	01243 543948 or 01243 544681

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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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