

Hop Skip and Jump Swindon

Shaw Ridge, Ridge Green, Shaw, SWINDON, SN5 5PU

Inspection date	13/02/2014
Previous inspection date	20/03/2012

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		4
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

- There are breaches of statutory requirements which compromise children's safety. Staff qualifications do not meet requirements, training and supervision opportunities are not sufficiently well established, there is a poor regard to fire safety and the complaints procedure lacks required details. The setting has failed to inform Ofsted of a change to opening hours.
- The staff's understanding of how to plan for children's individual learning and specific needs is weak. Activities do not provide enough challenge or support children to make good enough progress in their learning. Links with parents, other settings or professionals involved in supporting children's care and education are not strong enough to ensure that individual needs are identified and met.
- Self-evaluation and monitoring are not focussed enough on identifying or tackling weaknesses. There is a lack of accountability within the organisation which impacts significantly on the quality of care and learning that staff provide for children.

It has the following strengths

- Suitable records to support children's health and medical needs are kept. Staff have accessed some training specific to these needs.

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

- There were no children present during the inspection.
- The inspector viewed the areas of the setting that children use.
- The inspector sampled a range of documentation, including evidence of suitability of staff working with children in the setting and a range of other documentation.
- The inspector looked at children's observation, tracking and assessment records and discussed their progress with staff.

Inspector

Melissa Cox

Full report

Information about the setting

Hop, Skip and Jump (Swindon) was registered in 2011. It is part of a larger voluntary organisation which provides care for children who have special educational needs and/or disabilities. It is located in the Shaw area of Swindon, Wiltshire. The ground floor of the premises provides a large play hall, art room, sensory area, and appropriate toilet and kitchen facilities. The first floor provides a parent room, parent rest room, toileting area, offices and a staff room. There are garden areas for outdoor play and there is a log cabin situated in this area which houses a sensory play area. No children were present at the time of the inspection. The setting offers respite care on a very flexible basis for children and young adults with special educational needs and/or disabilities. It operates throughout the year, including bank holidays, with the exception of Christmas Day. The setting is open seven days a week with the core hours of 9am to 6pm and 10am to 4pm on a Sunday. It is open on some evenings for adult groups and a youth services. The provision is available for children in the local community, the county of Wiltshire and part of the M4 corridor. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There is currently one early years child on roll. A number of older children attend the setting on a flexible basis. Most children currently attending are on the Childcare Register and use the breakfast club, after-school club and Saturday provision. The provision employs eight staff to work directly with children. Of these, two hold relevant early years qualifications. In addition, five staff have health and social care qualifications and mainly work with older children on the Childcare Register.

What the setting needs to do to improve further

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

- ensure there are appropriate arrangements in place for the supervision of staff to allow them opportunities to discuss any issues, particularly concerning children's development or well-being, to identify solutions to address issues as they arise and to provide coaching to improve their personal effectiveness
- ensure that all staff receive training to help them understand their roles and responsibilities including emergency evacuation procedures, the equality policy and health and safety issues, with particular regard to fire safety equipment
- ensure the ratio and qualification requirements of the Statutory Framework for the Early Years Foundation Stage apply to the total number of staff available to work directly with children
- implement a policy, and procedures, to promote equality of opportunity, which includes arrangements for planning, reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference for children, including those with English as an additional language and those with disabilities
- improve staff's knowledge of the learning and development requirements in order to consider the individual needs, interests and stage of development of each child. Use this information, in consultation with parents and others, to identify children's next steps and plan challenging and enjoyable experiences for each child in all of the areas of learning and development
- make available to parents and/or carers details about how to contact Ofsted, if they believe the provider is not meeting the EYFS requirements
- notify Ofsted of any proposal to change the hours during which childcare is provided

Inspection judgements

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

The quality of teaching does not support children to make good progress. Through discussion, staff indicate that they do not yet have a secure understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Although the attendance of early years children is currently limited to one session a

week, staff still have a responsibility to plan and provide a range of play experiences that support their learning and which enable them to assess children's progress. Through discussions, staff demonstrate that they have a poor understanding of children's specific learning needs and are not confident in their understanding of children's starting points. Documentation shows that tracking of children's progress is too infrequent, does not link to the areas of learning and is not accurate enough to determine where children most need support in their learning and development. This means that staff cannot securely build on what children know or understand because they do not have a solid base from which to work. The quality of teaching was not observed as there were no children present on the day of the inspection.

The staff describe the range of activities and play experiences they provide for children. Through these discussions it is evident that the activities on offer generally occupy children but do not support children's specific learning targets. They discuss how children have access to a soft play area but cannot describe how they use this resource to promote children's physical development. They indicate that they have additional resources, such as dressing up clothes, small world figures and cause and effect toys, but are unable to describe how children are supported to use these to make progress in their learning. There are some visual prompts in the rooms used by children which could support their communication. However, in discussion with staff, they are unaware of the home language that some children speak. This limits the effectiveness of support for children's preferred communication method and any other strategies used, such as the visual prompts. Staff describe how some children struggle to build friendships with others but they are unable to account for how they help children by encouraging meaningful relationships with others. Consequently, children in the early years age range fail to make sufficient progress in their personal, social and emotional development, in learning to communicate their needs sufficiently, or in building skills to help them when they move to school.

Staff explain how parents are provided with opportunities to share information about their child's home life and interests when they start at the setting. However, evidence from children's progress records shows that the information gathered from these discussions is not used to good effect by staff. This is because they do not use the information, such as children's home language, to plan for their next steps in learning. Staff discuss how they provide information to parents about children's progress primarily through verbal discussions. Parents can view a scrapbook of art work that their child has completed during their visits but little else is currently shared with parents and opportunities for them to support learning further at home are not extended. As a result, children's progress is not as good as it should be given their ages and stages of development.

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

Staff do not suitably support children's well-being. Through discussion, the staff demonstrate that they have a basic awareness of children's individual needs. They discuss these with parents when the child first attends the setting and some documentation is maintained on specific care needs. A key person system is implemented for the youngest

children which ensures that when children attend they have a familiar adult to care for them. Staff explain that they deploy themselves in a way that caters for children's care needs, which they are able to do because ratios of staff and volunteers are high. Children have access to a range of resources and equipment, some of which are specialist. Toys are stored appropriately and presented at children's height which means that children may make some independent choices in their play. However, there are few resources to value children's differences or raise their understanding and awareness of the diverse society even though the setting caters primarily for children with special educational needs and/or disabilities. This does not help children feel valued as the resources they can choose from, for example books and puzzles, do not depict positive images of disability.

Staff describe the meals that they offer to the children and talk about providing favourite meal options for some older children on the days they attend. However the range of meals and snacks on offer are made up of highly processed meal options and, although supplemented with some fruit, does not develop children's understanding of healthy eating or promote their good health. Staff are suitably trained to prepare and serve food and discuss the procedures they follow to ensure food hygiene is maintained, for example, wearing gloves and aprons. They are trained to accommodate children who have specific dietary requirements, such as food allergies or feeding tubes. There is a suitable procedure to follow should a child become ill in their care. Some staff are suitably trained to deal with the additional medical needs of the children attending and they discuss how they keep medication locked away safely and how to deal with these specific medical conditions. A protocol has been drawn up for nappy changing and staff state that two staff members are on hand to ensure the children's safety during this routine. It was observed that the premises are equipped with hoists and other equipment to facilitate this. There are suitable places for resting, such as bean bags, and staff explain how children have access to a smaller, sensory type room for quiet times.

The staff explain that children have daily opportunities to play outside in the fresh air as they use the garden or play in the indoor soft play area. They discuss how this can be used to help children develop their physical skills as they use different types of equipment such as the slides, bikes and ball pools. A written behaviour policy is in place and staff discuss how they manage children's behaviour by using positive techniques such as praise and encouragement to help young children learn about sharing. Staff provide documentation to show that regular evacuation procedures are carried out, but this log does little other than to show the date. It lacks a full evaluation of the procedure and does not cover all staff, volunteers, students and children to ensure ongoing safety. On the day of the inspection, it was observed that the smoke alarm in the log cabin had not been tested since installation and still had the dust cover in place. This does not support children's ongoing safety or help children learn about keeping themselves safe.

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

Leadership is inadequate because procedures to monitor and evaluate the effectiveness of the setting are weak. The providers have not met their responsibility in notifying Ofsted of

a change to the days they operate, which is a breach of requirements. Although the staff in the setting demonstrate a firm commitment to providing the best care for children, the setting is managed day to day with little guidance or support from the Trustees of the organisation that they work for. This overall lack of accountability, combined with the lack of monitoring in the setting from an organisational level, has resulted in a number of further requirements not being met. This includes current staffing arrangements which do not meet the required ratios of qualified or experienced staff in early years to work directly with the children. This is being addressed by staff, many of whom have enrolled onto appropriate courses, but currently staffing arrangements do not meet requirements. In addition, the current named manager of the setting does not have a qualification that is specific to early years. These are breaches in requirements. Further breaches link to the setting's documentation which has not been sufficiently reviewed to ensure it is up to date. This means that parents are not provided with a complaints policy that meets requirements. It does not provide contact details for Ofsted or a clear procedure on how to raise a concern. This is also a breach in requirements. The provider is also in breach of several requirements of the Childcare Register.

Policies and procedures, including how staff understand and implement their child protection policy, are adequate. The care manager discusses who she would contact in the event of a concern about a child and staff keep a record of safeguarding numbers to refer to so that the appropriate person can be called. Staff discuss the setting's mobile phone and camera policy and state that staff keep their phones safely locked away during the day. They discuss how they supervise older children who use tablet computers during the sessions to promote safety and do not allow photographs to be taken on these. Visual prompts, such as posters and signs around the setting, remind parents and visitors not to use their phones when visiting. Risk assessments for the transport of children and the use of resources in some areas of the setting have been completed and staff discuss how they refer to these as they are visible in each room. The previous action set for the accessibility of risk assessment and staff records has been met. These are now kept on site and were available for inspection.

There is a suitable recruitment procedure for new staff. Although basic, documentation shows that references are now taken up before staff start and a Disclosure and Barring service check is obtained for each staff member who works with the children. The majority of permanent staff have first aid qualifications and staff state that they ensure that at least one person who is first aid qualified travels on the mini-bus on outings. The setting makes use of a high number of volunteers and students and the staff describe how they supervise them to ensure they are not left alone with children. Suitable written details are kept of volunteers. There is a basic induction procedure for new workers and students so they are aware of their roles. Through discussion with senior staff it is evident that an effective system for staff supervision, performance management and continuous professional development has not yet been securely established. This means that current weaknesses in teaching and practice are not suitably addressed to ensure the necessary improvements are made. The general lack of regard to monitoring staff practice in the setting has led to a failure in promoting a programme of learning that has sufficient challenge or that reflects the needs and interests of children.

Partnerships with other professionals who support children with additional needs are not

effective. The setting mostly provides care for children on a respite basis and many of the children supplement their main school placement with occasional sessions at this centre. Through discussion, the staff describe how many of the children have complex needs. They admit they have failed to gather sufficient information from those professionals who also care for the children to provide continuity between settings. In particular, this does not support those children in the early years range to make continued progress in their learning because staff do not obtain individual learning plans for them or follow the plans in the setting to extend the targets set by others. Overall the educational programme offered by the setting lacks purpose and fails to meet the needs of young learners, resulting in breaches which have a significant impact on children's progress.

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 at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work and the manager has a qualification at a minimum of level 3 in a relevant area of work (Compulsory part of the Childcare Register)
- ensure that the childcare is accessible and inclusive by not refusing to provide childcare or treat any child less favourably than another child by reason of the child's home language or disability and/or learning difficulty (Compulsory part of the Childcare Register)
- implement a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Compulsory part of the Childcare Register)
- make the following information available to parents: Ofsted's address (Compulsory part of the Childcare Register)
- inform Ofsted of the following: a change in the type of childcare provided , for example a change to the days and hours that children are cared for (Compulsory part of the Childcare Register)
- ensure that at least one person has successfully completed a qualification at a minimum of level 2 in an area of work relevant to the childcare (Voluntary part of the Childcare Register)
- ensure that the childcare is accessible and inclusive by not refusing to provide childcare or treat any child less favourably than another child by reason of the

child's home language or disability and/or learning difficulty (Voluntary part of the Childcare Register)

- implement a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Voluntary part of the Childcare Register)
- make the following information available to parents: Ofsted's address (Voluntary part of the Childcare Register)
- inform Ofsted of the following: a change in the type of childcare provided , for example a change to the days and hours that children are cared for (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

Unique reference number	EY434789
Local authority	Swindon
Inspection number	954576
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	1
Name of provider	Hop Skip and Jump (Swindon)
Date of previous inspection	20/03/2012
Telephone number	01453836390

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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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