

# Hopscotch Kids Club

Heathlands Primary School, New Church Road, West Bergholt, COLCHESTER, Essex, CO6 3JF

## Inspection date

23/04/2014

Previous inspection date

30/04/2013

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

4

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 take part in a rich variety of play experiences as the staff skilfully plan activities around their interests to support and extend their learning.
- The staff work very closely with parents and teachers from the school to ensure that children's learning and development is supported and complemented.
- Children's safety and well-being is supported well because staff are vigilant about security and supervise the children at all times.
- The manager and staff are highly motivated and committed to the children. They work as a close and supportive team as they strive to improve their good practice further.
- Staff are sensitive to the children's individual needs, enabling them to play happily, build confidence and have fun in the relaxed and caring club environment.

### It is not yet outstanding because

- There is scope to improve the effectiveness of group times, such as circle time, to ensure that children continue to be highly engaged in activities throughout the session.

## **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 activities in the main hall and the outdoor learning environment.
- The inspector held meetings with the manager of the provision, spoke to staff and interacted with the children.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector conducted a joint observation with the manager.

**Inspector**  
Moir Oliver

## Full report

### Information about the setting

Hopscotch Kids Club was registered in 2005 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in Heathlands Primary School in West Bergholt, Essex and is managed by a private company. The club serves the local area. It operates from the main halls within the school and there is a fully enclosed area available for outdoor play. The club opens Monday to Friday during term time only. Sessions are from 8am until 9am and from 3pm until 6pm. Children attend for a variety of sessions. There are 64 children on roll, seven of whom are in the early years age group. The club employs 10 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one holds an early years qualification at level 2.

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

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

- enhance the organisation of group times, such as circle time, to ensure children are able to be actively engaged in activities at all times.

## Inspection judgements

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

Children are keen to come to the club, they have fun and thoroughly enjoy their time there. The quality of teaching is good and children are encouraged to think for themselves and supported to develop their own ideas further. For example, they are provided with a range of resources which they can use how they wish. The planned activity of drawing their pets, or pets they wish they had, smoothly develops into book making as children stick sheets of paper together and decorate the front cover. Staff support them further in spelling words or writing captions, dictated by the children, for their drawings. Children skilfully stack cups to build the highest towers and use their imaginations as they play with the small animals, dolls' houses and castles. Activities are very much led by the children's interests. Staff observe children's play and record these observations in developmental records they call 'buddy books'. They use these observations to assess the children's learning and plan relevant activities around the children's interests. Children take ownership of their 'buddy books', which they enjoy looking at with their key person as they help to stick photographs in.

Staff work closely with the early years teachers in the school to ensure that they provide a consistent approach for the children. They support their learning and help develop the skills needed for their future move into Key Stage 1 and beyond. They get to know the children very well and adapt activities to suit the children's differing learning styles. For example, children are given the space and time they need to develop their ideas. Staff are sensitive to the children's needs and happily get involved in activities when invited and

offer relevant support when needed. However, on occasion, group times, such as circle time, are rather long and children are expected to listen and wait for their turn for an extended period. Consequently they become disinterested, fidgety and unable to engage fully.

Daily discussions with parents ensure that they are very much involved in their child's activities in the club. Staff have plans to team up with the school for their parents' evening. This will provide additional opportunities for parents to share their child's developmental records and to see how they link with the school.

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

Children are happy, confident and settle into the club extremely well. Staff spend time getting to know the children when they first start, especially their key children. They gather information from parents and teachers to ensure that they provide activities that will interest the children from the first day. As a result, close relationships are built. Children know who their key person is and enjoy spending time with them. They happily go to them if they need reassurance or support. The key person finds out about any specific dietary, medical or other care needs. These are recorded and appropriate procedures are followed to ensure all children receive the care and attention they need.

Children enjoy the social snack times at the club and sit in mixed age groups as they happily chat to each other and the staff. Younger children enjoy the company of the older ones and this also supports them to feel confident at school as they are looked after by older friends in the playground. Children's independent skills are developing as they regularly spread their own crumpets, toast or crackers and pour their own drinks at snack times. They take responsibility for their club and help to tidy away the toys after use and sometimes do their own washing up. Staff understand the children's individual needs and provide an environment of respect and trust. As a result, children behave well. They know the club rules and staff expectations and children develop high expectations of themselves for behaviour. They tell others when behaviour is not appropriate and older children are good role models for the younger ones.

Children are encouraged to make healthy choices in the foods and snacks that they eat. Some parents report that their children prefer to have breakfast at the club because of the wide choice of cereals and toast. They have fresh fruit for snacks and learn about healthy eating during the regular cooking activities. Children follow consistent health and hygiene routines as they wash their hands and clean the tables before eating. They play outdoors every day regardless of the weather and have many opportunities to develop and practise their physical skills as they climb and balance on the school large play equipment. Children learn to keep themselves safe and any new safety rules are explained. For example, they know to stay away from the grassed area when building work is being carried out and vehicles are close by.

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

All staff understand and ensure that the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage are met. They have a good understanding of their roles and responsibilities in safeguarding children from abuse and neglect. Clear policies and procedures guide their practice. Those staff that have received training in safeguarding ensure that everyone is aware of the correct procedures and are able to follow them confidently. Robust recruitment and induction is followed to ensure that all new staff have the knowledge, understanding and qualifications to enable them to carry out their specific roles effectively. The premises are safe and secure and clear procedures ensure that children only leave with authorised adults.

The club has made significant improvements since the last inspection by Ofsted where they received a number of actions to improve. Paperwork is now clearly organised to ensure that all relevant information about staff qualifications and Disclosure and Barring Service checks is in place and available at all times. Effective systems are in place to ensure that staff receive coaching and training to improve their personal effectiveness. For example, appraisals are carried out and regular group supervisions provide valuable opportunities to share good practice and identify training and development needs. The manager is passionate about her role and inspires staff to offer to take on additional responsibilities and further their professional development through training. They work as a close team and now regularly reflect on all areas of their practice. They all have a good understanding of the learning and development requirements of the Early Years Foundation Stage and know how to meet them. They monitor the educational programme to ensure it is tailor made to meet children's individual learning needs. As a result of this reflection and evaluation, the new observation, assessment and planning is working well and children are, on the whole, interested and involved.

The club works in very close partnership with the school to enable children to receive a consistent approach. Very effective relationships with the head teachers and teaching staff ensure the smooth running of the club. They work closely with the Pre-school Learning Alliance and value and follow the support and advice provided. Parents speak extremely highly of the club, the manager and the staff. Many report that the staff, and particularly the manager, are intuitive and highly sensitive in dealing with their children. They are confident that their children are cared for very well and able to thrive in the stimulating and safe environment. They report that their children have become far more confident since attending and love the wealth of activities they take part in.

### **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	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>	EY316911
<b>Local authority</b>	Essex
<b>Inspection number</b>	922974
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	36
<b>Number of children on roll</b>	64
<b>Name of provider</b>	Gillian Alayne Sims
<b>Date of previous inspection</b>	30/04/2013
<b>Telephone number</b>	01206 241058

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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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