

Hopscotch Day Nursery

Bodriggy Street, Hayle, Cornwall, TR27 4ND

Inspection date	09/06/2014
Previous inspection date	08/01/2014

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

- The nursery has taken effective measures to address previous inspection actions in full. This has resulted in significant improvements to the safety and well-being of children.
- Staff have made good progress in their shared learning initiatives, which has improved the literacy programme for children and strengthened partnerships with parents.
- Staff create an enabling play environment for children and skilfully include children's ideas in their provision of activities.
- Staff work in close partnership with other agencies, so they provide good support to children's individual learning and development.

It is not yet outstanding because

- Although the overall quality of teaching is good, staff miss opportunities for promoting learning and independence for some children during the lunchtime period.

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 observed children in each of the group rooms and during outdoor play.
- The inspector had discussions with the manager, deputy, staff and parents.
- The inspector checked risk assessment procedures and the safety of the premises.
- The inspector read a sample of development records and discussed children's progress with their key persons.
- The inspector undertook a joint observation with the deputy manager.

Inspector

Julie Wright

Full report

Information about the setting

Hopscotch Day Nursery registered in 2007 and operates from the former Bodriggy School building in Hayle, Cornwall. It forms part of Hayle Children's Centre. Children are cared for in different age groups. These comprise birth to two years, two to three years and three to five years. The nursery also provides care for children up to the age of eight years, before and after school. Children have access to two garden areas within the nursery and another belonging to the children's centre, 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 108 children on roll, 80 of whom are in the early years age group. The nursery receives funding to provide free early education for children aged three and four years. The nursery supports children who learn English as an additional language. There are 11 members of staff, including a student, who work with the children. All hold appropriate early years qualifications between levels 2 and 5. There are three members of staff who have completed an early years degree.

What the setting needs to do to improve further

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

- develop the organisation of lunchtime with regard to extending the learning opportunities for children over the age of two years.

Inspection judgements

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

Staff enable children to share the use of the outdoor play areas, which provides good opportunities for them to socialise. This opportunity also enables brothers and sisters to spend time together, and reassures younger or new children. Children develop good levels of confidence and are keen to share their experiences. For example, they eagerly describe recent family outings and activities that they have done in the nursery. Staff teach children to speak in turn and to listen to others within a group situation. Children also learn to concentrate which prepares them well for school. Effective observation, assessment and planning procedures enable staff to clearly monitor children's progress. Staff encourage parents to contribute to children's development records. For example, parents bring in photographs of family members and special events, such as holidays. This makes the record personal and meaningful to children when they look at it with their key person. Parents share information about children's achievements at home, which staff add to displays to promote children's self-esteem. Staff and parents have frequent discussions and work well together to meet the needs of the children. Staff complete regular summary

reports and the required progress checks for two-year-olds. These show that children are making good progress in their development, from their initial starting points.

Staff effectively support children's communication and language development throughout the nursery. For example, they teach babies, toddlers and older children sign language to aid communication, and provide relevant information for parents. Staff use key words in children's home languages, where English is an additional language. This promotes inclusion and helps all children to develop respect for differing backgrounds. Staff provide age-appropriate singing and story times for all children to capture and sustain children's attention. For instance, they use toys as props to link with nursery rhymes. Babies peer into the bag and select an item, such as a plastic crocodile, with interest. Staff sing a crocodile song and demonstrate the actions, which babies gradually learn and copy. To extend learning experiences for older children, staff encourage them to act out stories. Children particularly enjoy going outside and re-enacting a popular tale. They step along the wooden ramp that acts as a bridge, while they chant phrases from the book. Staff respond well to children's ideas and suggestions, which they promptly incorporate into planning. Consequently, they change and adapt resources on a regular basis to reflect children's interests. As an example, children and staff create an ice-cream parlour. Children walk around outside and write on clipboards as they decide where they want the parlour to be. This activity inspires children's imaginative play and promotes their literacy skills.

Staff have made reading a key focus for children in recent months. They take children to the library and ensure that books are always readily available. Staff have set up a book-borrowing scheme within the nursery, which is proving to be popular with families. The nursery has good links with local schools to support children as they prepare to move on to reception classes. For example, teachers visit children in the nursery and staff take children to play and learning sessions at the school. Suitable procedures are in place to share information with other providers where children attend more than one setting. Therefore, staff effectively promote continuity of children's care, learning and development.

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

Staff operate an effective key-person system so that babies and children feel secure. It also promotes positive relationships between staff and parents. Babies develop attachments to key staff, which reassures parents. Consequently, parents say that they trust staff and have confidence in them. They notice how babies and children are happy to go to staff when they drop them off. Staff have good knowledge and awareness of children's individual needs. This is particularly important for babies, who have specific personal routines. Staff are attentive to babies' needs as they nurture and comfort them. They strive to make sure that babies are happy and content. Staff take prompt action to protect and promote children's well-being. For example, they contact parents and/or carers when children show signs of being ill. Suitable arrangements are in place for babies and children to rest and sleep when they need to. Staff record relevant information for parents to make them aware of babies' routines and activities. Babies show an interest in

their surroundings and begin to explore as soon as they are mobile. They find a variety of toys and activities, which they enjoy. For example, babies swirl their fingers through flour on a low-level table. They play with sand in a tray and discover how to stack tubes. Staff provide a good variety of sensory play materials for babies to experience. These include paints, jelly, dried pasta and foam. Staff sit with babies during activities to interact and engage with them. They encourage learning, such as to repeat sounds and words. Close staff supervision means that babies are safe and benefit from good support.

Meals are freshly prepared for children on site with menus displayed to keep parents informed. Parents have the option of providing packed lunches if they prefer. Staff are aware of children's individual dietary requirements and keep a clear record of these. They add a photograph next to the child's name to prevent any mistakes in identity and to protect children's health. Children enjoy sociable snack and mealtimes as they chatter with their friends and staff. There are some learning opportunities, for instance, as staff encourage children to taste things and to make comparisons. However, staff serve food ready plated and children have little involvement in the preparations for lunch. Therefore, their independence skills are not fully extended at such times.

All children enjoy playing in the garden areas, which is beneficial to their health and physical development. Staff create an effective outdoor learning environment, so that children continue to learn when outside. For example, children hunt for snails and insects, and then put them into a clear container. Children bring a magnifying glass so that they can inspect their creatures in more detail. Children's physical skills develop as they practise balancing, jumping and riding around. Children play imaginatively in the builder's construction shed, which evolved from a child's interest in sawing wood. A willow tunnel provides a natural area that children like to walk through or use as a den. Children listen and respond well to staff when they remind children about safe boundaries. Staff use visual aids to help children understand consequences and feelings. For example, they use pictures that show different facial expressions, such as happy and sad. To extend learning, older children draw their own pictures to describe how they, and others, are feeling. Parents have been impressed with this idea and adopted it for use at home. This is used as a positive behaviour management tool.

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

Nursery management and staff have worked in partnership with the local authority to ensure that they have securely met all statutory requirements. They have clearly focused on actions set at the last inspection. These actions related to safety, supervision and self-evaluation procedures. A full review of risk assessments has been undertaken and robust improvements made. For example, as children prepare to move to the next group, key staff conduct a thorough safety check to identify and minimise hazards. Staff make sure that toys and equipment are age appropriate, and closely supervise children in activities that may pose a risk if unattended. Deployment of staff is effective to maintain ratios and to provide consistent supervision of children. For instance, during outdoor activities there are staff in each of the play areas. Staff are conscientious in telling each other what they

are doing, such as when they take a group of children back indoors. This shows that they work well together to meet the needs of the children. There are clear improvements in the self-evaluation procedures, which include contributions from staff and parents. Managers conduct a useful exercise that encourages staff to reflect on their practice. This enables staff to review their effectiveness in promoting children's care and learning. Staff attend relevant courses to maintain up-to-date childcare knowledge. They demonstrate a secure awareness of the Local Safeguarding Children Board procedures. This means that staff know what action to take in the event of a concern about a child's welfare.

Staff implement nursery policies and procedures to promote children's health, safety and well-being. For example, they ensure that children have sun cream and hats on in warm weather. Staff display information for parents including a chosen policy of the month, to raise awareness of nursery procedures. The premises are secure, so that children cannot leave unless accompanied by an adult. Staff also ask parents not to let anyone into the building without their knowledge. Vetting and recruitment procedures are in place to check that suitable staff are employed. All persons working with children have completed checks in place, or work under supervision until cleared. Managers monitor the ongoing suitability of staff through robust induction, appraisal and supervision procedures.

Staff work well with parents and others to promote children's individual progress. For example, they effectively support children's speech and language development. Parents give positive feedback about the nursery and value the care provided for their children. They have warm relationships with staff and are very pleased with their children's progress. Parents provide good examples of their involvement in children's learning, such as children bringing toys from home to link with a current topic.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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

Unique reference number	EY365165
Local authority	Cornwall
Inspection number	965307
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	69
Number of children on roll	108
Name of provider	Hopscotch Day Nursery Partnership
Date of previous inspection	08/01/2014
Telephone number	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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