

Hopscotch Tuel Lane Ltd

Community Room, Tuel Lane, Sowerby Bridge, West Yorkshire, HX6 2ND

Inspection date	17/06/2014
Previous inspection date	30/09/2009

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		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 joint managers give good attention to safeguarding children. This is because they have a good knowledge of their role and responsibility in this area, which means they can respond promptly to any concerns and keep children safe.
- Children with special educational needs and/or disabilities are supported well through timely interventions and support from external agencies. Consequently, the gap in children's achievement is narrowing.
- Parents actively contribute children's learning from home. As a result, practitioners plan meaningful activities which support and extend children's learning.

It is not yet outstanding because

- Children are not always encouraged to pour their own drinks or serve themselves at snack times, and this means their understanding of the routines they will experience in school is not fully promoted.
- There is scope to enhance the range of resources to support two-year-old children to play imaginatively.
- On some occasions, practitioners do not always ask open-ended questions to support children's thinking.

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 activities and children at play throughout the inspection.
- The inspector spoke with children, parents and practitioners during the inspection.
- The inspector looked at documentation to ascertain children's progress in achieving the early learning goals.
- The inspector held a meeting with the joint managers of the pre-school.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, and the provider's improvement plans.

Inspector

Judith Bodill-Chandler

Full report

Information about the setting

Hopscotch Tuel Lane Ltd was registered in 2005 and is on the Early Years Register and the compulsory part of the Childcare Register. It is run by a workers cooperative and is situated in Tuel Lane Infant School, Sowerby Bridge, Halifax. The pre-school serves the immediate locality and also the surrounding areas. There is an enclosed outdoor play area. The pre-school opens five days a week from 7.45am until 5.45pm during term time only. It employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. There are currently 50 children on roll, 35 of whom are in the early years range and attend for a variety of sessions. The pre-school supports children with special educational needs and/disabilities. It accesses funding for the provision of free early education for two-, three- and four-year olds, and receives support from the local authority.

What the setting needs to do to improve further

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

- encourage children to pour their own drinks and serve themselves with snacks so that they are fully prepared for the routines they will experience when they move on to school

- extend the provision for two-year-old children further, for example, by offering more age-appropriate resources in the role-play area

- maintain a consistent approach to promoting children's thinking, for example, by more regular use of open-ended questioning.

Inspection judgements

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

The quality of teaching is good because practitioners are fully aware of how children learn. There is an appropriate balance between adult-led and child-initiated activities, which are adaptable and responsive to children's needs. Adult-led activities consider children's predictable interests and are developmentally appropriate. For example, children delight in using the role-play resources which support the football World Cup. Practitioners use children's interests to plan activities, which lead to their next steps in learning. For example, children are interested in the cars and dinosaurs so key persons use these to extend their learning further. This means that children's individual interests are well met and a balance of adult-led and child-initiated activities are provided. Practitioners complete both short and longer observations on their key children. Observations clearly link to the

ages and stages of development and have next steps identified. For example, children enjoy exploring the sounds the musical instruments make. Therefore, practitioners introduce instruments at rhyme time and encourage children to tap along to a regular beat. Photographs and pieces of work are annotated and collated in individual profiles. Practitioners have a suitable knowledge of how to complete the progress check for children between the ages of two and three years, and the need to share this with parents. They complete a termly summative assessment for each of their key children. This means they can quickly identify any gaps in learning and support them appropriately. Practitioners understand that all children are individuals and learn as they play and explore in their own ways. Therefore, children with special educational needs and/or disabilities receive support which is specific to the way they learn. This sensitive support from the practitioners and external agencies enables children to feel secure in the pre-school and make good progress relative to their starting points. Consequently, children have the key skills needed for the next steps in their learning and they are progressing well towards the early learning goals.

Overall, practitioners support children's language development well. They effectively introduce new vocabulary to them while they are engaged in play. For example, children are introduced to 'sticky' and 'soft' to describe the texture of the play dough. As a result, their vocabulary is extended. However, on some occasions, practitioners do not ask open-ended questions to support older children's thinking. For example, there are missed opportunities for children to build on their existing knowledge and understanding of mini-beasts which they find in the garden. Children learn mathematical concepts, such as measure, as they fill and empty different-sized containers during their play with water and natural materials outside. Practitioners work hard to support children's personal, social and emotional development. They build children's self-esteem and confidence because they value what children enjoy doing and the achievements that they make. For example, practitioners display children's photographs on the walls with comments from children about their favourite activities. Children access a range of equipment to make marks, and practitioners assist children's early phonic skills by sounding out words they are writing. Overall, children are making good progress in the pre-school and are developing the skills they need for their future learning and the eventual move on to school.

Practitioners understand their role in ensuring that every child's learning and care are tailored to meet their individual needs, and to seek to engage and support parents in guiding their child's development at home. Parents contribute to their children's starting points by completing information about their interests. They feel welcome in the pre-school and know who their child's key person is. Children regularly bring in items from home to share with the group at circle time. This effectively supports their confidence and self-esteem. Key persons discuss with parents their children's progress, and summaries of children's achievements are sent home twice a year. As a result, there is a strong partnership with parents, which makes an effective contribution to meeting children's needs.

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

Children are happy and confident at pre-school. There is a clear key-person system in place that supports relationships with children and their families. Children arrive enthusiastically because they are welcomed by practitioners who are interested and ask them questions about their life. When children are hurt or upset, practitioners respond sensitively and cuddle them until they are calm. This means that their emotional needs are effectively met and secure attachments are formed. When children start, the key person collects information from parents about children's preferences and current abilities so that they can provide appropriate support and interesting activities. As a result, children settle quickly at the pre-school and can immediately start to make progress. Children move from the pre-school to local primary schools. Practitioners have good relationships with early years staff in the school, who visit to introduce themselves to the children. As a result, children are emotionally well prepared for the next stage in their learning.

Children behave well and practitioners praise their good manners as they say 'please' and 'thank you' at snack time. Children are supported to develop their turn-taking skills as they wait patiently to use the computer. Practitioners actively reward good behaviour, such as sitting nicely and listening carefully during a story, with positive praise. As a result, children are aware of the boundaries set and the behavioural expectations of the pre-school. Children are learning how to manage their own risks because practitioners talk to them about the consequences of carrying out certain activities. At the simplest level, practitioners explain to children why they must not run inside and why they need to take care not to slip on the wet floor. Outside, children confidently jump from one crate to another. As a result, children learn to take risks and develop their understanding of keeping themselves safe.

Children are encouraged to develop their independence skills by self-registering their attendance. Resources are clearly labelled and accessible. However, children are not encouraged to pour their own drinks or serve themselves at snack time, and this means their independence in self-care is not fully promoted to get them ready for school. Children's good health is promoted well as they are provided with healthy and tasty snacks. They understand they must clean their hands before they eat and can manage their own personal needs according to their age. Children access the outdoors daily. They are provided with a variety of equipment to develop gross motor and coordination skills, including tricycles, tyres, crates, chinks and a mud kitchen. This means that they develop physical skills, while learning how exercise supports their overall health and well-being. Consideration has been given to the provision for two-year-old children. For example, there is modelling area, water, sand and appropriate books. However, there are fewer opportunities for two-year-olds to play with developmentally appropriate resources in the home corner.

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

Safeguarding is good because the managers have a clear understanding of safeguarding procedures and there is a written safeguarding policy. Practitioners confidently talk about early signs of possible emotional and physical abuse. There are clear procedures and documentation to record any concerns, which are easily accessible for all practitioners to

see. There is a thorough recruitment and selection process, which ensures that practitioners working with children have had the appropriate checks to ensure their suitability. Practitioners make regular declarations about their continued suitability to work with children. This means that children's welfare is promoted well. There are appropriate risk assessment procedures, both inside and outdoors. Daily visual checks identify any potential hazards as they are found, and practitioners effectively take action to remove them. The pre-school ensures the premises are secure, and access to the pre-school room is restricted. This means that children are kept safe from unwanted visitors and cannot leave the premises without an adult. First-aid requirements are met. Documentation is well kept, such as the accident records and the administration of medicine records. As a result, children's welfare and safety are promoted well.

All children's assessments are recorded on tracking sheets that allow practitioners and the managers to easily review children's progress. These sheets are used to monitor the educational programme and make sure that children are receiving a broad programme and making progress across all areas of learning. The managers collate this data so they can analyse how different groups of children perform. Consequently, individual children or groups of children with identified needs are targeted and their progress is monitored, so that appropriate interventions are sought and gaps are closing. The managers have a secure knowledge of the Early Years Foundation Stage and use this well to support practitioners. Policies are clear and well written and are in line with published guidance. Practitioners are kept up to date of any policy changes through regular meetings. There is an effective induction procedure, which supports practitioners to understand their role and responsibilities. Three-monthly supervisions are carried out by the managers. Practitioners are supported well through a programme of continual professional development. This is established through identified needs from practitioner informal observations and supervisions. As a result, there are effective systems in place to monitor the quality of teaching, and children benefit from good learning opportunities. The managers enthusiastically demonstrate their commitment to the continual improvement of the overall quality of the provision. They welcome support from the local authority and take part in their quality assurance programme. The managers use self-evaluation and reflective practice to ensure improvements are ongoing. For example, there are plans to further develop the outside play area. Self-evaluation includes the thoughts and ideas of all the practitioners and parents. For example, parents contribute by completing questionnaires and 'two stars and one wish' sheets, while practitioners contribute at meetings. Recommendations raised at the last inspection have been met. This means that effective action is taken to address any areas identified for development.

Partnerships with parents are effective. Practitioners liaise closely with them regarding children's progress towards the early learning goals. Parents appreciate the daily conversations and written reports they receive about their children achievements and progress. They comment on how all practitioners show an interest, care and concern about the children's well-being and that their children love coming. Partnerships with external agencies and other providers are good. This makes a positive contribution to meeting children's needs. For example, reception teachers from local schools visit the pre-school to introduce themselves to the children and share information with their key persons. This helps to ensure that teachers are well prepared to support children effectively when they start school.

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	EY296922
Local authority	Calderdale
Inspection number	877833
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	50
Name of provider	Hopscotch Tuel Lane Ltd
Date of previous inspection	30/09/2009
Telephone number	01422 316227

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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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