

# Hopscotch Nursery

The Old School, Church Street, SEAFORD, East Sussex, BN25 1HH

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 16/06/2014 |
| Previous inspection date | 29/05/2013 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> |   |
|--|-------------------------|---|
|  | Previous inspection:    |   |
| How well the early years provision meets the needs of the range of children who attend |                         | 3 |
| 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

- The management does not follow the required procedures for notifying safeguarding agencies when concerns are raised with adults in the setting. This means children are at risk.
- The management does not follow the required procedures for notifying Ofsted of any allegations against adults in the setting and of the actions taken in respect of the allegation. This compromises children's safety.
- Staff do not maintain full records of the times children attend the setting, particularly their times of departure. This means they cannot be sure who is on the premises and cannot promote children's safety and well-being effectively.

### It has the following strengths

- Staff provide a child-friendly, well-resourced, organised learning environment both inside and outside. This means children make choices and develop their independence.
- The key-person system is sound and staff support children in building secure emotional bonds, particularly in the baby room. As a result, the children are happy and relaxed, and confidently explore their environment.

## 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

- Two inspectors conducted the inspection and sampled a range of documentation, including attendance records and development files, staff files and the setting's safeguarding and complaints policy and procedures.
- The inspectors held ongoing discussions with the staff, the deputy, the manager and the area manager.
- The additional inspector took into account the views of parents spoken to on the day.
- The lead inspector had a meeting with the manager and the area manager to discuss all aspects of practice.
- The lead inspector carried out a joint observation with the manager.

## Inspector

Jacqueline Walter and Rachel Southern

## Full report

### Information about the setting

Hopscotch Nursery in Seaford registered in 2012. It is one of five privately-owned nurseries. It operates from eight rooms in a converted building in the centre of Seaford in East Sussex. The setting provides part-time and full-time care and offers a 'Kids' Club' for children up to the age of eight. This includes a breakfast club and a holiday scheme during all school holidays. The provision is open each weekday from 8am to 5.30pm all year round for 51 weeks of the year. All children have access to an enclosed outdoor play area.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 122 children attending in the early years age group. The setting is in receipt of funding for the provision of free early education for children aged three and four years. The setting supports children with special educational needs and/or disabilities and children who are learning to speak English as a second language.

The provision employs 14 members of staff. There are 11 members of staff, including the manager, who hold appropriate early years qualifications. Two members of staff are working towards a qualification.

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

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

- ensure the lead person responsible for safeguarding understands and implements the safeguarding and welfare requirements of the Early Years Foundation Stage, with particular regard to informing the local child protection agency of any allegations of abuse by adults who work with children
- ensure the lead person responsible for safeguarding understands and implements the safeguarding and welfare requirements of the Early Years Foundation Stage, with particular regard to notifying Ofsted of any allegations of serious harm or abuse by any person working on the premises and of the actions taken in respect of allegations within 14 days of the allegation being made
- ensure that a daily record of the children's hours of attendance is maintained appropriately.

## Inspection judgements

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

Staff demonstrate a sound understanding of the learning and development requirements of the Early Years Foundation Stage and the quality of teaching is a strength. They use this knowledge to help children make progress towards the early learning goals. This helps them prepare for school and their future learning. However, the weaknesses identified in leadership and management and in promoting children's well-being mean that children's safety is not always assured while they learn.

Staff encourage young children to be confident and explore the environment. As a result, children enjoy using their senses to explore a selection of natural and man-made resources. For example, babies independently choose interactive books. They press the buttons and begin to dance to the music that is activated. Staff encourage children to practise their physical skills during a variety of activities. For example, more-able children develop their hand-eye coordination skills in everyday situations, such as pouring water from a jug into a cup or sweeping up sand. They also enjoy climbing on an outside climbing frame and learn to coordinate their movements by sliding down poles. Staff provide opportunities for younger children to jump, crawl and freely roll and tumble in the soft playroom. Staff promote children's communication and language skills at the nursery. For example, they talk to the younger children, introducing everyday words and repeating them. With the older children, staff use a group circle time to talk about months, days and dates, using a large display calendar. Staff sound out the different words, such as the days and dates. As a result, children's vocabulary is broadening and the older children are developing skills in word building. Staff provide activities and experiences to develop children's understanding of the world. They display photographs of the children and their families as well as signs in English and other languages to help children to gain a sense of identity and consider the world around them. In addition, staff take children to visit the local French markets. Staff teach children to grow their own plants. Experiences such as these help children develop responsibility in caring for their own garden space, as well as learning about plants, the weather and the outdoors.

Staff use the information from observations well to make sure that children achieve well. They identify children's starting points and complete regular observations, identifying what children can do and the next steps in their development. Staff use this information to plan activities that meet the children's individual learning needs and interests. The planning takes into account the interests and needs of individual children or group preferences. As a result, children learn through play, participating in activities that they enjoy and that challenge them. Staff complete the required progress checks for two-year-old children and share these with parents. This enables them to monitor the children's progress.

Staff regularly share information regarding the children's care, achievements and how learning can be supported at home. For example, they share information about the children's next steps in learning and discuss with parents the activities they can do at home. This provides a cohesive approach to children's learning through their play. In addition, staff value parents' expertise and use it to support the children's learning,

particularly with those that have special educational needs and/or disabilities. For example, they provide more experiences in the soft playroom when parents advise that their children enjoy and benefit from this type of play.

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

The provider's ability to ensure the well-being of children is inadequate. This is because the provider has not ensured that the designated senior management implements the safeguarding and welfare requirements of the Early Years Foundation Stage. This includes notifying the local safeguarding agency and Ofsted of any allegations against adults in the setting.

There is a sound key-person system providing continuity and consistency of care for the children. Staff implement appropriate strategies to help settle new children. For example, they encourage parents to participate in settling-in visits and gather information about the children's interests and routines at home. Children are happy and relaxed. This is particularly evident in the baby room. Staff are friendly and interact well with children. They demonstrate warm and positive interaction, showing genuine interest in what the babies say and do. As a result, babies play happily, laughing and clapping during games with staff.

The learning environment helps all children progress towards the early learning goals. Staff provide a child-friendly, welcoming environment. They organise and use space, and the range of resources in all areas meets children's needs and promotes play, independence and decision-making skills. Children are grouped according to age and stage of development, and benefit from free access to the outdoors for the majority of the day. They are regularly separated to complete age-appropriate group activities. Older children spend time together completing activities to prepare them for school, for example, writing with pens, using a computer and story time. As a result, children are progressing well with their individual learning.

Staff promote children's positive behaviour and independence. They provide positive feedback, praise and reassurance to children. As a result, children are cooperative and concentrate well for long periods of time. More-able children demonstrate sound knowledge about good behaviour skills. For example, they automatically sweep up sand after a spillage without any adult direction. This demonstrates their developing awareness of keeping themselves safe. Younger children are beginning to understand how to keep safe as staff discuss and support them in dealing with risks, such as negotiating stairs.

Staff encourage children to engage in regular routines that promote their understanding of good hygiene. For example, as children line up to wash their hands before meals staff talk about why the children need to do this. Children's special dietary requirements are met. During mealtimes, the staff talk about the benefits of children eating healthy food which means they develop their understanding of this. Children are physically active and all children have daily opportunities to use the soft playroom and play outside. This means they can regularly enjoy fresh air and opportunities to develop their physical skills.

Staff help children prepare for moves through the setting and on to their new schools, so they feel happy and secure. Children are able to visit their new rooms before they move in, and staff complete handover sheets. This means their new key person is able to gain a good understanding of the children's individual needs. Older children at the nursery are prepared for their move to school. For example, after story time the oldest children go to 'the classroom', which is designed to look like a schoolroom. Staff encourage children to participate in routines such as raising their hands when answering questions. The children also participate in more adult-led focused learning activities. Strategies such as these help the children to feel confident when they ultimately transfer to school.

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

Leadership and management have a sound understanding of their responsibilities in meeting the learning and development requirements. However, weaknesses in implementing the safeguarding and welfare requirements of the Early Years Foundation Stage are inadequate and compromise children's safety.

This inspection took place following information received by Ofsted that raised concerns about safeguarding procedures, behaviour management, the suitability of staff and record keeping. The inspection found that the management did not follow the correct procedures after concerns were raised about staff suitability. Staff are aware of their responsibilities in relation to reporting to management and recording allegations regarding adults in the setting. The inspection also found that the leadership and management team was aware of the incident and, in collaboration with the manager, took some appropriate action to deal with the allegation. For example, further training on behaviour management of children was completed by staff. However, the provider failed to notify the relevant agencies about the allegation. In addition, the management did not inform Ofsted of the allegation and of the action taken within 14 days, as required. This means children's safety is not effectively promoted. These failures are also breaches of Childcare Register requirements. The provider runs other early years provisions and therefore Ofsted intends to issue notices to improve the safeguarding procedures to ensure children are effectively protected. The inspection found that staff manage children's behaviour appropriately and the systems for ensuring the staff suitability regarding recruitment and vetting are robust. For example, staff do not work with children until all vetting and suitability checks are fully completed. The management also ensures that an induction period is implemented. During this period, staff are continually supported by the manager and undergo training in all policies and procedures. This means they have a clear and secure understanding of supporting children's learning and care.

The leadership and management team has appropriate systems to evaluate their provision and practice. These help them to inform the nursery's priorities and drive improvement. Although the manager is recently new to the setting, she has already reviewed and improved some policies and procedures. For example, a system for recording existing injuries has been implemented. This helps to promote children's health and safety. The

management values both staff and parents' views and contributions and takes account of these to help drive improvement. A parent survey indicated that parents would like more information on the children's activities. Therefore, staff have purchased boards and display photographs of the children's activities.

Regular supervision meetings take place for staff to enable them to effectively identify training needs and secure opportunities for professional development. This helps to drive improvement within the nursery and therefore benefits the children. The management also evaluates the educational programmes and most aspects of staff practice. This means the activities children experience have sufficient depth, breadth and challenge, and reflect the children's needs, aptitudes and interests. However, staff do not always record the children's departure times so they can be sure who is present at all times. Therefore, children's safety cannot be assured. This also means that the provider does not meet the requirements of the Childcare Register.

Staff provide a range of information for parents, which includes the nursery's policies and procedures. A website is available and noticeboards are displayed providing general information on aspects of the early years learning. Parents receive regular newsletters. This helps everyone be aware of their responsibilities and what is happening in the nursery.

Parents are happy with the care and learning provided for their children. They say they discuss their children's achievements regularly with their children's key person. They also say that staff acknowledge and use their views to support the children in their learning and care. Staff develop links with other professionals involved in the children's care and learning. For example, teachers from the local school visit to share information on the children's learning and care needs. This, in particular, successfully supports the children with special educational needs and/or disabilities.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

#### **To meet the requirements of the Childcare Register the provider must:**

- maintain a daily record of the names of the children looked after on the premises and their hours of attendance
- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect.

## 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>     | EY455749                 |
| <b>Local authority</b>             | East Sussex              |
| <b>Inspection number</b>           | 978039                   |
| <b>Type of provision</b>           | Full-time provision      |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 8                    |
| <b>Total number of places</b>      | 92                       |
| <b>Number of children on roll</b>  | 122                      |
| <b>Name of provider</b>            | ACPH Limited             |
| <b>Date of previous inspection</b> | 29/05/2013               |
| <b>Telephone number</b>            | 01323 492 123            |

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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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