

Inspection date	22/08/2014
Previous inspection date	28/07/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Effective planning provides children with a broad range of exciting and stimulating activities that builds on their individual interests and learning needs. As a result, they consistently make good progress in relation to their starting points.
- Staff have high expectations of children and provide experiences and challenges that effectively promote their learning.
- Children are safeguarded and fully protected from harm. This is because all staff have been checked and are suitable to work with children, and they fully understand their role and responsibility in protecting children.
- Children's needs are quickly identified and well met through the robust and effective partnerships between parents and other professionals.

It is not yet outstanding because

- The youngest children are not consistently able to access resources that will extend their outdoor learning experiences, such as looking at books, to enhance their play.
- The system for peer observation is not fully utilised to support the consistent sharing of high-quality teaching.

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 viewed all areas of the premises and equipment, and observed activities in the playroom and outside play area.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the nursery and a range of other documentation.
- The inspector held meetings with the manager and spoke with staff and children throughout the inspection.
- The inspector completed a joint observation with the manager.

Inspector

Sian Campbell

Full report

Information about the setting

Hopscotch Corner was registered in 2011 and operates from a self-contained annex on the lower ground floor of domestic premises in Greetland, Halifax, West Yorkshire. There is one large playroom, together with a fully enclosed outdoor play area and separate sleep room on the ground floor. The setting is open Monday to Friday from 7.30am to 6pm. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 21 children on roll in the early years age range who attend for a variety of sessions. There are currently six staff working directly with children, all of whom have an appropriate early years qualification. This is one of two settings owned and run by the same provider. The setting 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:

- use resources more effectively outside, so that the youngest children are able to look at books to enhance their overall learning and outdoor play experiences
- extend the existing system of peer observation to further enhance the evaluation of all staff's performance and build on modelling of good practice.

Inspection judgements

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

Children are happy and settled in this friendly, welcoming setting. Staff have a good knowledge and understanding of the Early Years Foundation Stage and, as a result, children are well supported in their learning and development. Before the children start at the setting, staff obtain information from parents about the children's preferences and capabilities. Staff also carry out initial assessments by observing children when they first start to attend. This information is then used to plan for children's starting points. Consequently, children settle well into the setting and are provided with activities that interest them from the start. Planning is good and is based on the individual needs and interests of children. For example, staff plan activities, such as dinosaur printing, that build on children's experiences outside of the setting. Observation, assessment and planning systems are effectively in place and cover all seven areas of learning. Staff are fully committed to planning for children's next steps, in order to challenge them and help them make good progress in their development. As a result, all children are making good progress given their starting points. Generally, staff support children well as they play. They sit alongside them when children are playing outside to hide objects, such as shells and dinosaurs in the sand. Staff ensure that they are always at the child's level and take

time to talk with children. For example, staff talk to and encourage the youngest children as they hide objects for others to find. Additionally, opportunities for talking with small groups of children and sharing stories are created inside the setting. However, there is scope to develop the use of resources in the outdoor area to further support children's overall development. For example, by providing a range of books that reflect children's current interests, and using these to strengthen children's outside play experiences across all areas of learning.

All staff and key persons know the children and their families well and effectively support each child's personal, social and emotional needs. Children develop secure emotional attachments, which enables them to leave their parents confidently as they enter the setting. Staff enthusiastically plan learning using the information gathered from parents on entry to the setting. Every child has an individual profile and a record of learning that identifies children's learning and progress. Activities and ideas are shared between the key person and parents, encouraging them to build upon experiences in the setting. This enables the parents to be actively involved in and to continue their child's learning experiences at home. Staff make good use of the progress check completed for children aged between two-and-three years to plan for the next steps in children's learning. Children develop positive dispositions which lay the foundation for becoming lifelong successful learners.

There is a good balance of play both inside and outside. Children particularly enjoy sand and water play in the outdoor area. Staff engage them as they explore texture and a variety of materials. Staff provide a range of activities for individual children. For example, children learn how to negotiate space by controlling wheeled vehicles and running. This helps to enhance children's physical skills while enjoying the fresh air. All children, including babies, have regular access to the outdoor area in all weathers and are provided with suitable clothing by the staff, such as all weather suits. Inside, children build with construction sets and play imaginatively with the small-world resources and playdough.

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

Children form warm and secure attachments with their key person and other staff. They are happy and engaged in their play. Parents are kept up to date with their child's progress and care needs. This is successfully achieved by parents having daily discussions with staff, and having regular access to their child's development file, with opportunities to contribute to recording information about their child. The key-person system is well organised. The setting has a clear policy in place detailing the ethos of the setting and the promotion of equal opportunities. Transitions into the setting are structured. Sufficient time is given to children in order for them to form bonds with significant members of staff. The child's key person is then identified following this settling in process. Staff take time to find out specific information about individual family structures, circumstances and routines. This enables the setting to make personalised provision for children, which supports their personal, social and emotional development. Consequently, the key-person system helps to promote the emotional well-being of children.

Staff promote healthy lifestyles because they plan daily activities that promote healthy

eating, drinking and regular physical exercise. Staff ensure that all children have daily access to fresh air and support children to select the equipment they would like to use outside, promoting their independence. The setting provides suitable clothing, such as waterproof suits, to enable children to access the outdoors in all weathers. Children know the daily routine and wash their hands before sitting together for a snack. Meal times are relaxed and sociable occasions. Staff promote children's developing independence and self-care skills well. For example, younger children competently serve and feed themselves. Children talk amongst themselves, promoting their socialising skills very well. Staff sit with children at meal times, to help children develop an understanding of the importance of a healthy diet by talking about the food they are eating. Rigorous records and procedures are in place for the administration of medication. Nappies are changed in a manner which ensures that children have privacy and all nappy changes are recorded. Staff understand the need to be vigilant to children's care needs and the youngest children are changed promptly.

Children play in a calm, relaxed environment and show consideration for one another. Behaviour management in the setting is good. This is because staff constantly follow the behaviour management policy. They praise children's efforts and promote positive reinforcement of clear rules and boundaries. This promotes children's confidence and self-esteem. Staff gently remind and support younger children to share toys and to tidy up, offering praise and encouragement for their efforts and achievements. Consequently, children have a willingness to join in, gain positive self-esteem and develop an understanding of responsibility. Staff have carefully considered certain aspects of behaviour that are related specifically of the youngest children, such as biting. Staff have identified ways in which they can support parents and children, ensuring a consistent approach. Advice is given to parents about teething and typical developmental stages appropriate to various age groups. Children play and learn in a safe environment, as staff complete daily safety checks of the indoor and outdoor play areas. Staff deploy themselves very well within the indoor and outdoor environments, to ensure that children are supervised and kept safe. Staff follow effective procedures to deal with any accidents and incidents appropriately. All information is recorded and shared with parents in a confidential way.

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

Children are safeguarded through the implementation of good practices and procedures, which underpin the consistent approach to keeping children safe. An extensive range of policies and procedures successfully support daily practice, and regular reviews are carried out. Detailed risk assessments for all areas of the building, the outdoor area and resources, together with accurate accident and incident records and procedures, ensures that children's safety remains paramount. Robust recruitment and vetting systems ensure all adults working with children are suitable to do so. Strong partnerships with a wide range of professionals have enabled practitioners to implement the Early Years Foundation Stage with confidence. As a result, they have a good understanding of the requirements to effectively monitor all children's skills, abilities and progress.

The setting is managed well. The management team oversees the staff team to ensure all requirements of the Early Years Foundation Stage are met. Planning, teaching and children's files are monitored to ensure high level observations and interactions with children are recorded. The management team continually work hard to develop the service they provide, using a clear process of self-evaluation to monitor the effectiveness of the setting's practices and procedures. Parents, staff and other professionals contribute to this process and, subsequently, this provides a good overview of the whole provision and leads to the identification of clear targets for those areas requiring further improvement. Staffing levels are good and there is a clear process for providing appropriate cover during holiday periods or unexpected staff absences. For example, the provider deploys staff from a sister setting to ensure children's needs are met. Staff appraisals are well embedded and are a regular process in the setting. This means that the management can identify staff's strengths and training needs. However, the system for peer review is not fully embedded and, consequently, is not used as effectively as possible to allow the nursery's staff to model and share their good practice with those staff who are providing cover.

Very good partnerships between parents and other providers are evident and well-established. These contribute to meeting children's individual needs effectively. Effective communication systems ensure that parents are kept fully informed of their children's progress. Photographs and informative displays cover the walls. These illustrate the breadth of activities that children are actively involved in during their time at the setting. Individual planning for children's development is shared with parents. As a result, there is consistent, secure support for children with any identified needs and, therefore, all children's needs are very well met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY421212
Local authority	Calderdale
Inspection number	986246
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 17
Total number of places	18
Number of children on roll	21
Name of provider	
Date of previous inspection	28/07/2011
Telephone number	

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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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