

# Hopscotch Day Nurseries (Botley) Ltd

Church Lane, Curdridge, Southampton, SO32 2DR

<b>Inspection date</b>	09/09/2014
Previous inspection date	18/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	<b>2</b>
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children relish their time at nursery and are very happy and relaxed. Staff provide a wide range of exciting activities, which stimulate and motivate children to learn.
- Children flourish at the nursery, they thoroughly enjoy their learning and achieve extremely well in relation to their starting points.
- The quality of planning for all children is excellent; each child receives an exceedingly enjoyable, challenging experience across all areas of learning.
- Children feel extremely safe and secure in the nursery and arrangements for safeguarding the children are robust.
- Children benefit hugely from the highly successful partnership between the staff and parents who share key information effectively between them.
- The environment provides children with excellent opportunities to choose their play materials and follow their individual learning styles.

## 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 discussed the format of the inspection on arrival.
- The inspector observed activities in the indoor and the outdoor learning environments.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector invited the manager to carry out a joint observation.
- The inspector took account of the written views of parents and those spoken to on the day.

## Inspector

Alison Large

## Full report

### Information about the setting

Hopscotch Day Nursery (Botley) registered in 2010 and is one of four privately run nurseries owned by Hopscotch Day Nurseries (Botley) Ltd. The nursery is located in the Curdrige area of Botley in Hampshire. The nursery operates from eight rooms in a converted two storey building. Children have the use of the main building, the stable rooms and a hall. All children have access to enclosed outdoor play areas. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. There are 130 children in the early years age range on roll and the provider receives funding for the provision of free early education for children aged two, three and four years. The nursery is registered on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register. The nursery supports children with special educational needs and/or disabilities and children learning English as an additional language. There are 35 staff employed to work with the children, the majority of whom hold a relevant childcare qualification or are working toward a qualification.

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

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

- provide added opportunities in the outdoor area for children to explore, build and role play, to further enhance their learning.

### Inspection judgements

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

Children are flourishing at the nursery under the care of the extremely knowledgeable and inspirational staff team. The younger children are supported exceptionally well by staff and become confident in their daily routines. Children thoroughly enjoy their learning and achieve extremely well in relation to their starting points. Management and staff create a challenging and stimulating environment, where the atmosphere is incredibly positive and encouraging. Excellent systems for assessment and planning are in place to ensure activities and learning experiences fully support children's interests and the next steps in their learning well. The nursery ensures the monitoring of children's progress towards all the early learning goals is very effective. The staff team promote children's development through an excellent balance of child-led play, planned activities and interesting resources. For example, staff demonstrate a very secure understanding of the children, facilitating extensive opportunities for them to be wholly involved and contribute their own ideas. Throughout the nursery, children are making excellent progress in all areas of development; they are confident and keen to join in activities. Staff use excellent teaching methods as they interact and sit at the children's level, maintaining eye contact. Very effective systems are in place to ensure that children have many opportunities to

consolidate or further their learning. Younger children are beginning to use tools such as rollers or paint brushes with confidence. Older children are becoming confident in counting and naming colours and shapes, and the oldest are progressing to writing their own name and understanding simple mathematical concepts. Staff ensure the educational programmes offer children extremely interesting and challenging experiences across the different areas of learning. The nursery is organised to provide a stimulating learning environment, with access to well-resourced areas that children can explore freely. Children develop excellent communication skills and chat happily both to one another and to adults. Staff support children extremely well, by offering praise and encouragement and they demonstrate an excellent understanding of children's individual learning needs.

Children are very active learners. Staff enable the children to develop new skills and grow in confidence and rise to the challenge of trying something new. Staff provide children with extensive opportunities to explore their external world through high quality experiences. Staff skilfully use these learning experiences to introduce and talk to the children about the activity. For example, during a visit from the local supermarket children used their senses as they handled bread dough to shape into rolls. They dusted the flour onto the dough and sprinkled the different types of seeds onto the bread. They discussed the textures and smells with staff, talking about the cooking process. Later in the day, children were fascinated as they learned about and handled the pet millipede. They talked about how the legs felt on their hands and stroked his body. This excellent interaction exposes children to new language and develops their thinking and communication skills. Staff demonstrate an extremely secure knowledge and understanding of how children learn. As a result, children are very enthusiastic, develop a highly positive attitude to their learning, and learn to work alongside their peers extremely well. Staff use high quality teaching methods to support and challenge children's learning. Children's independence is promoted particularly well, and from a young age, they are developing skills such as putting on their own coats and shoes, pouring their own drinks and helping to tidy up. All children enjoy many opportunities to choose, participate and become independent in their play.

The staff greatly encourage parents to be involved with their children's learning at the nursery, through excellent daily feedback and regular parents' meetings. The nursery has implemented the required progress check for two-year-old children very successfully and all related documentation is in place. Staff assess and record children's progress highly effectively. Consequently, parents receive a very clear picture of how their children are progressing and they are actively encouraged to be involved in their children's learning and development.

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

Children thoroughly enjoy their time at the nursery. They are developing particularly warm relationships with each other and staff. An excellent key-person system is in place, which enables all children to be ready for the next stages in their learning. Children develop very strong emotional bonds and trusting relationships with their key person. This wonderful relationship helps children develop high self-esteem and confidence. Staff make excellent

use of resources to promote children's learning and development. The indoor and outdoor play areas are very well organised to ensure children can take part in a wide variety of activities. Staff foster opportunities to develop children's physical skills very well. Children play in the outside areas of the nursery and they have excellent opportunities to ride a range of wheeled toys and can learn to climb and catch.

The nursery provides an exceptional variety of healthy and nutritious snacks and meals, which are all prepared on the premises. The cook ensures any children with special dietary requirements or an allergy are well catered for and liaises with the parents to ensure all children's dietary needs are met. Excellent systems are in place to inform staff of any health or dietary issues the children may have. The children benefit greatly from the carefully balanced menu offered. Staff teach the children about good hygiene routines and from a very young age children can independently take themselves off to wash their hands. Staff support them extremely well in learning they must wash their hands after using the toilet, before eating and after messy play. Excellent systems are in place for behaviour management. Throughout the nursery children play extremely happily alongside each other and demonstrate excellent turn-taking skills as they share the resources. Staff interact exceptionally well with the children at their level skilfully asking them questions to extend their knowledge. Children know what staff expect of them and are very confident to make their own choices and decisions. This demonstrates staff are extremely effective in supporting children's growing understanding of how to behave in order to keep themselves and those around them safe.

One of the nursery's strengths is how they coordinate children's move between rooms within the nursery and their preparation for school. Excellent procedures are in place to ease the move. Staff keep parents informed throughout the process to ensure they know what is happening. They invite parents to visit the next age group to get to know the staff before their child moves up. All staff are committed to making sure the changeover to the different age groups is as smooth as possible for each child. Excellent partnerships have been developed between the nursery and the local schools. Staff liaise extremely well with the schools children will move on to. Staff teach children the skills needed to be confident and independent, and have provided children with resources to support them, such as books and uniforms. This high quality organisation reassures and prepares children extremely well for their progression to school promoting consistency of care and learning.

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

Extremely effective management structures are in place and communication with all levels of staff is excellent. The management and staff team are extremely committed and highly dedicated to maintaining the highest levels of achievement for the children. Parents and children are welcomed into an extremely warm and friendly nursery, by the excellent staff team who meet children's welfare and learning needs with great success. Arrangements for safeguarding children are robust. Staff complete training in child protection and have an excellent understanding of safeguarding procedures. The registered provider and management team demonstrate an excellent understanding about robust and secure

recruitment and adhere to thorough induction and appraisal procedures. As a result, well-qualified and suitably vetted individuals care for the children. An extensive range of policies and procedures are in place and thorough risk assessments show how safety is prioritised in all areas both inside and outside. Staff monitor children extremely well and use clear explanations to help ensure that children learn to understand hazards. The management team have high aspirations for quality, which is evident through ongoing improvement, in consultation with staff, parents and children. There are excellent systems in place to monitor and evaluate the setting, to identify strengths and areas for development. For example, to enhance the provision further there are plans to provide more resources in the outside area to make it even more exciting for the children. All children are included and supported extremely well and the nursery promotes equality and diversity highly successfully.

A fantastic partnership between the nursery and parents ensures key information is shared between them. Staff keep all parents informed about daily routines and the activities their children have taken part in. Parents commented on the wonderful care the staff provide, the excellent communication between the nursery and parents, and how well their children are prepared for the future. Parents affirm they feel very welcomed into the setting and are extremely happy with the progress their children are making. The nursery supports children with special educational needs and/or disabilities and those learning English as an additional language extremely well. Excellent systems are in place to liaise with the other providers of the Early Years Foundation Stage where children attend other settings. This results in a fully shared approach to children's care and learning.

### **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. 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

<b>Unique reference number</b>	EY409191
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	831739
<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>	100
<b>Number of children on roll</b>	130
<b>Name of provider</b>	Hopscotch Day Nurseries (Botley) Ltd
<b>Date of previous inspection</b>	18/01/2011
<b>Telephone number</b>	01489798605

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

