

Hop Skip and Jump South West

Grimsbury Road, Kingswood, Bristol, Avon, BS15 9SE

Inspection date

08/02/2014

Previous inspection date

07/05/2013

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Met

How well the early years provision meets the needs of the range of children who attend	4
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 provider has failed to notify Ofsted of a change of manager or report a serious accident and incident that occurred in the setting. Consequently, the provider is failing to adequately safeguard children's welfare and well-being.
- The provider is in breach of a number of legal requirements which places children at risk of harm. They have failed to implement a mobile phone and camera policy; keep an accurate record of attendance; follow rigorous food handling procedures; keep records accessible; manage behaviour; or supervise children or adults working with them.
- Safeguarding procedures are ineffective to protect children because the provider does not check visitors' identity and has not completed necessary suitability checks on staff or regular volunteers, or followed robust recruitment or induction procedures. Staff do not have a secure understanding of child protection or reporting procedures.
- Risk assessments do not identify or minimise risks to keep children safe; partnerships with others are ineffective to support children's learning; and ratios and qualifications requirements are not met. As a result, children's well-being is not sufficiently promoted.
- Staff do not plan a suitable range of experiences to meet children's needs; support them to learn or make good progress or prepare them for their move to school.
- Self-evaluation is ineffective and there has been little improvement since the last inspection.

It has the following strengths

- Children enjoy a range of resources and are supported by kind, well-meaning staff.

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 in the main room of the setting, smaller rooms and some areas of the garden.
- The inspector held a meeting with the main play leader in charge and a member of staff from head office.
- The inspector spoke to members of the staff team about the children and their understanding of the setting's policies and procedures.
- The inspector looked at children's assessment records, evidence of suitability of staff working with children in the setting and a range of other documentation.
- The inspector took into account the views of children, parents, carers and other users.

Inspector
Melissa Cox

Full report

Information about the setting

Hop, Skip and Jump South West, Grimsby Farm was established in 2003. It is part of a larger voluntary organisation which provides care for children who have special educational needs and/or disabilities and their families. The purpose built Grimsby Farm establishment is set in a semi-rural location, behind a farm. It comprises of a large hall, a craft room, a quiet room, two contrasting sensory rooms, a soft play room and a quiet room. The centre is open Monday to Friday and opening times vary. Day care is offered for early years age children on every other Saturday, all year round. Children have access to a secure outside play area, which includes an adventure area, an enclosed games court and a sensory garden. This provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There is currently one child on roll in the early years age group. The setting also offers sessions to specific groups and there is a number of older children on roll. The setting employs a number of staff, volunteers and bank staff who work directly with children. Of these, three have an appropriate play work or early years qualifications.

What the setting needs to do to improve further

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

- ensure that all staff receive induction training to help them understand their roles and responsibilities, which includes information about emergency evacuation procedures, safeguarding, child protection, the provider's equality policy, and health and safety issues
- ensure staff are aware that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the setting) and that people looking after children are suitable to fulfil the requirements of their roles
- ensure appropriate arrangements are in place for the supervision of staff who have contact with children and families in order to discuss any issues - particularly concerning children's development or well-being; identify solutions to address issues as they arise; and receive coaching to improve their personal effectiveness
- ensure the systems used to foster continuous improvement are robust; make sure that self-evaluation identifies and addresses key weaknesses, priorities and targets for improvement based on rigorous monitoring of practice
- ensure all staff involved in preparing and handling food receive training in food hygiene
- ensure that children are adequately supervised and decide how to deploy staff to ensure children's needs are met
- keep a daily record of the names of the children being cared for on the premises and their hours of attendance, and the names of each child's key person
- implement a procedure for checking the identity of visitors
- maintain records and obtain and share information, (with parents and carers, other professionals working with the child, and the police, social services and Ofsted as appropriate), to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met
- make sure that staff and volunteers caring for the children have sufficient knowledge of the learning and development requirements in order to consider the individual needs, interests and stage of development of each child, and use this information to plan a challenging and enjoyable experience for each child in all of

the areas of learning and development

- observe children to understand their level of achievement, interests and learning styles and provide an appropriate range of resources, in order to shape learning experiences for each child, reflecting those observations through planned, purposeful play and through a mix of adult-led and child-initiated activity.

Inspection judgements

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

Children do not make good progress in their learning given their starting points because staff do not support them in a way that is specifically targeted on narrowing the gaps in their learning, in readiness for school. Those children with additional needs, in particular language and communication, are not making expected levels of progress overall, as they are not well supported by staff. Tracking and assessment of children's progress is basic. The small number of early years children who attend, and their irregular attendance patterns, makes it hard for staff to monitor their learning needs or plan to meet these. While staff have recently devised a method by which to make observations of children's progress and the activities they choose, little more has been done to help children progress in their learning. Planning is not linked to specific outcomes, very little information is gained about starting points, and experiences are not tailored to help children reach the next steps in their learning.

The quality of teaching is poor. It is too focused on meeting children's care needs and fails to take into consideration the need for children with disabilities to also make progress and to succeed in their learning. Staff are kind in their interactions with children and allow them to follow their own interests as they play. For example, children choose to draw, play with dolls or use basic computer games during their time at the setting. However, because staff do not set challenges for children or support them to aim for ambitious targets, the range of opportunities does not support them in a way that prepares them for their next stage of learning or their eventual move to school.

Partnerships with parents are friendly and they receive details of some activities that their child takes part in, although this is currently limited to verbal reports which do not extend to learning outcomes.

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

A key person system is generally in place for the younger children who attend the setting and adequately meets their needs. Staff are as attentive as they can to meet the specific needs of each child, given the levels of information they obtain. They try to consider children's likes and preferences in the range of resources and activities they provide and to accommodate parents' requests for routines and individual strategies as best they can.

Children appear generally happy at the setting and are warmly welcomed in by some familiar staff. They enjoy the level of attention they receive, which is often on a one to one basis. However, overall staff are not effectively deployed to promote children's well-being.

Volunteers, bank staff and other adults access the many areas of the setting, but this means that they are often unseen by others. This places children at risk because staff are not currently vetted, and also provides children with a false sense of security. Behaviour within the younger age groups is managed suitably and children are encouraged to be kind and to observe simple safety rules, such as sitting at the table while eating. The setting allows older children to access the same play spaces as the younger children at the same time. However, when the older ones become agitated due to the nature of their disability and exhibit uncontrolled or unpredictable behaviour, younger children are exposed to this because it is not managed well enough by staff. This means that younger children are placed unnecessarily at risk of harm. This is because staff have failed to conduct a risk assessment on other users' additional needs or provided simple strategies to help them settle and manage their feelings. This jeopardises young children's safety and welfare, as well as their learning and development. It also does not promote resilience in young children or help them learn about the needs of others.

Children use some suitable toys and resources that provide support for their ongoing development. General resourcing across the setting is adequate to meet the differing age groups. Children can access toys at their own height, which allows them to make some choices in their play. They use the garden area for outdoor play and enjoy quieter times in the sensory play rooms where they are able to watch or interact with the light show, bubble lamps and sensory play items. A suitable range of snacks are provided for the children. Those children who stay for a meal option in the week are provided with a suitable meal that supports their additional dietary needs or preferences. However, staff do not adopt robust hygiene practices when serving meals or feeding children to promote children's health adequately. This is because staff have not completed food hygiene training as part of their induction. At the weekend, this means that food is heated and served by staff who do not follow secure procedures in line with food safety regulations. Staff make suitable use of the outdoor space to support children's play. Children can choose from a range of bicycles and balancing equipment outdoors or play in the play houses or use the slide. There are suitable procedures for nappy changing, the administration of medication and the treatment of accidents.

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

This inspection was brought forward as a result of a concern reported to Ofsted. The concern related to how the provider allows adults, including staff, volunteers and others, to work unsupervised and in sole charge of vulnerable children in the setting without being subject to rigorous suitability processes. This includes carrying out identity checks on adults before they start working with the children and securing a relevant Disclosure and Barring Service check. Concerns were also raised about how staff discuss children's needs

in front of others and the support given to volunteers to help them meet children's additional needs. At the inspection, it was found that the provider was failing to comply with a significant number of safeguarding and welfare requirements.

Safeguarding responsibilities have not been met. The provider does not have robust policies in place or implement secure procedures to safeguard children. Staff's understanding of safeguarding is very poor because induction procedures do not cover this and staff have not undertaken training for some time. There is currently no named person for child protection and, overall, senior staff and play workers do not demonstrate a suitable understanding of their responsibilities in identifying or monitoring concerns about children in their care. As a result, staff did not follow the Local Safeguarding Children's Board (LSCB) procedures when an incident was reported to them or inform Ofsted that this incident occurred. Failure to follow procedures to safeguard children adequately or inform Ofsted of an allegation are breaches of specific legal requirements.

Furthermore, staff do not recognise their responsibility to work in partnership with other professionals to safeguard particularly vulnerable children in their care. Effective partnerships have not been established as a result in order to work together to keep children safe. Staff are unaware of the need to inform the provider of any changes to their suitability and further safeguarding policies are not understood by staff. They are unaware of the whistle-blowing policy and do not know the procedure to follow if they are concerned about the behaviour of another adult working with children. This is of significant concern as the setting employs a high number of volunteers, students and bank staff who work directly with the children. The provider fails to ensure all adults who are working with children are subject to relevant suitability checks and many of the staff have been working at the setting for some time. This is because the provider does not have a rigorous system in place to record and check full names, identity or references, or ensure every member of staff completes a Disclosure and Barring Service check. As staff are often in rooms or play spaces with children on their own, this places children at risk. In addition to unchecked staff, general members of the public are also able to access all areas of the setting, unsupervised by staff, as they hire the facilities while staff are caring for the children. On the day of the inspection, a member of the public was able to take photographs of children on a mobile phone which went unnoticed by staff. This is because staff do not explain the setting's mobile phone and camera policy to visitors on their arrival at the setting, or robustly monitor this to help promote children's safety.

Risk assessments do not cover other users, lone working or the risk the high balcony poses to children. There are some daily safety checklists in place which staff follow to review the safety of some play spaces. However, as not all hazards to children are identified and minimised, children's welfare cannot be assured. This also means staff are unable to safeguard children adequately, which compromises children's well-being. In addition, there are further weaknesses in the procedures to safeguard children in the setting. For example, staff do not maintain an accurate daily record of children's attendance to safeguard their welfare. Furthermore, evidence of documentation, such as first aid qualifications and records for the use of the mini-bus, were not accessible at the inspection or were incomplete. Also, the staffing and qualifications ratios are not being met to safeguard children adequately. All of these failings are breaches of the legal requirements and demonstrate inadequate practice.

Due to the number of serious concerns, Ofsted has suspended the providers' registration. Ofsted is taking this step as there is reasonable cause to believe children are, or may be, exposed to a risk of harm. The purpose of this suspension is to allow time for the circumstances to be investigated and for steps to be taken to reduce or eliminate the risk of harm. In addition, the setting fails to meet the requirements of the Childcare Register.

Current procedures are not effective in monitoring and evaluating the effectiveness of the educational provision. The manager does not have rigorous procedures in place to monitor staff performance, such as offering supervision opportunities to help develop staff's confidence or knowledge. The quality of teaching within the setting is variable as a result and staff are not providing good enough support for the younger children who attend. The impact of this can be seen on those groups of children who require additional support in their learning, as the amount of progress they are making is steadily falling behind that of their peers. This demonstrates staff do not yet have the knowledge and skills to deliver a safe environment or provide challenging learning experiences for children.

Self-evaluation procedures are poor. Any action that has been taken in the past to address weaknesses have been as a reaction to information highlighted by external sources, such as previous inspections. These actions, which were subsequently monitored by Ofsted, have since slipped again. This indicates that the provider does not demonstrate a suitable capacity to sustain or make the necessary improvements to the setting.

Partnerships with other agencies that are involved with the children, such as speech and language therapists or family support workers, are not yet effective enough to provide consistency in care. Staff do not gather enough information from other professionals involved in the care of children to help them work towards meeting targets on their care plans. This results in children not making sufficient progress given their starting points in their personal learning, nor does it help promote their well-being. Parents are given some information on what their child is doing in the day and comments on the website indicate that they appreciate the care and support staff provide.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Not Met (with actions)
The requirements for the voluntary part of the Childcare Register are	Not Met (with actions)

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

- keep and 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 (compulsory part of the Childcare Register)

- ensure that no individual who is unsuitable to work with children has unsupervised access to a child receiving childcare (compulsory part of the Childcare Register)
- ensure that the registered person, the manager of the later years provision and any person caring for, or in regular contact with, children is suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and equipment: at least once in each calendar year, and immediately, where the need for an assessment arises (compulsory part of the Childcare Register)
- ensure that the childcare is accessible and inclusive by taking all reasonable steps to ensure that the needs of each child, relating to their childcare, are met (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that where older and younger children are together, the behaviour of children over the age of eight years does not have a negative effect on the younger children (compulsory part of the Childcare Register)
- keep records of the following and retain them for a period of two years: a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep records of the following and retain them for a period of two years: the name, home address and telephone number of every person working on the premises on which childcare is provided (compulsory part of the Childcare Register)
- inform Ofsted of changes of circumstance as soon as they can (no later than 14 days after the change occurs) (compulsory part of the Childcare Register)
- inform Ofsted of changes of circumstance as soon as they can (no later than 14 days after the change occurs) (compulsory part of the Childcare Register)
- inform Ofsted of the following: any serious accident or injury to any child while receiving childcare (compulsory part of the Childcare Register).
- keep and 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 (voluntary part of the Childcare Register)
- ensure that no individual who is unsuitable to work with children has unsupervised access to a child receiving childcare (voluntary part of the Childcare Register)
- ensure that the registered person, the manager of the later years provision and any person caring for, or in regular contact with, children is suitable to work with children which must include obtaining an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register)
- ensure that the childcare is accessible and inclusive by taking all reasonable steps to ensure that the needs of each child, relating to their childcare, are met (voluntary part of the Childcare Register)

- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register)
- ensure that where older and younger children are together, the behaviour of children over the age of eight years does not have a negative effect on the younger children
- undertake a risk assessment of the premises and equipment: at least once in each calendar year, and immediately, where the need for an assessment arises (voluntary part of the Childcare Register)
- keep records of the following and retain them for a period of two years: a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)
- keep records of the following and retain them for a period of two years: the name, home address and telephone number of every person working on the premises on which childcare is provided (voluntary part of the Childcare Register)
- inform Ofsted of changes of circumstance as soon as they can (no later than 14 days after the change occurs) (voluntary part of the Childcare Register)
- inform Ofsted of the following: the appointment of a new manager of childcare on domestic or non-domestic premises (voluntary part of the Childcare Register)
- inform Ofsted of the following: any serious accident or injury to any child while receiving childcare (voluntary part of the Childcare Register).

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	EY240258
Local authority	South Gloucestershire
Inspection number	935851
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	40
Number of children on roll	1
Name of provider	Hop Skip and Jump (South West)
Date of previous inspection	07/05/2013
Telephone number	0117 9677282

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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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