

# Hopscotch Pre-School

St Francis Centre, BOURNVILLE, Birmingham, B30 2AA

<b>Inspection date</b>	14/11/2014
Previous inspection date	25/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- The quality of teaching is good and staff effectively promote children's learning so that they make good progress from their starting points. Staff provide a highly-inclusive environment in which all children develop well according to their abilities.
- Children are very happy and they form strong relationships with staff. Therefore, children are confident and establish friendships with others in the pre-school.
- The provider and staff have good understanding of safeguarding procedures and ensure that priority is given to maintaining all aspects of children's safety.
- There are successful partnerships with parents who receive consistent summaries of children's development and they receive good support to continue with children's learning at home.

### It is not yet outstanding because

- Staff do not encourage children to take responsibility during organised snack time to allow them to develop their independence skills and fully contribute to the setting.
- Staff do not use routine activities to extend children's awareness of healthy eating to promote their understanding of the healthy snacks that are served.

## **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 checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at documentation, including records of procedures, children's learning and development records, policies and files.
- The inspector observed activities and carried out a joint observation with the provider of a learning activity.
- The inspector took account of the views of parents spoken to on the day.

## **Inspector**

Adelaide Griffith

## Full report

### Information about the setting

Hopscotch Pre-School was registered in 1997 and is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It operates from St Francis Community Centre in Bournville, Birmingham. The pre-school serves the immediate locality and also the surrounding areas. The pre-school opens from 9.30am to 2.30pm during school term times. Children attend for a variety of sessions. Children are cared for in the main hall of the community centre and do not have access to a fully enclosed outside play area. Children play in the nearby park and have access to other play spaces. There are currently 36 children on roll in the early years age group. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities and children who speak English is an additional language. There are currently four staff working directly with the children, all of whom have appropriate early years qualifications at levels 3 or 6. The pre-school 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 routines, such as snack time, to share positive messages to help children build on their understanding of healthy eating
- review the organisation of snack time to provide opportunities for children to fully develop self-help skills by participating in aspects of the routine

## Inspection judgements

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

Staff effectively promote children's learning and development so that they make good progress from their starting points. Staff enthuse and capture children's imagination during a wide range of stimulating activities. Planned activities are delivered in groups according to children's age and stage of development. Therefore, children enjoy activities which are appropriately focussed to support their learning. For instance, children aged two years sit in small groups for structured activities, such as circle time. Staff competently use sign language to communicate with children, including those with special educational needs and/or disabilities, and those who speak English as an additional language. This means that the pre-school is highly inclusive, ensuring that all children have equal opportunities to learn. Children recall words in foreign languages to greet others and staff give generous praise for their achievement, which effectively raises children's self-esteem. Children's skills in listening and attention are well developed as staff talk about their journey to pre-school. Children make links between what they hear and what they see as

they look out of the window to take note of the weather. They concentrate on the icons chosen by staff to help them represent the type of weather they have observed.

The quality of teaching is consistently good. Children aged between three and four years actively join in with story time by predicting what might happen next. They are fully engrossed because staff are highly skilled at reading with great expression and intonation. Children are riveted as they listen and demonstrate a good understanding of the word 'gigantic'. Children confidently stretch out their arms to reflect the very large sizes of teddy bears. Children's listening skills are very well promoted because staff make learning fun, for example, by exploring rhyming words. They subsequently challenge children to provide examples of their own rhyming words. As they say words children eagerly join in to provide several rhyming words which match what they hear staff say. This means that children's literacy and problem solving skills are very well developed. All children have opportunities to practise early writing skills as they make marks, draw and explain their outlines.

Staff effectively support children's progress by building on the information they obtain from parents when children first start in the pre-school. A brief summary is made at the end of the first week to note that children choose the resources that reflect their preferences for play as explained by parents. This information is used as the foundation for the planning cycle when staff observe, plan and review what children know and do. They consistently carry out observations, and over time, they have a full picture of children's achievements to assess their development. These include the progress checks for children aged between two and three years which are shared with parents. Staff offer two consultations per year for their 'keeping in touch' meetings with parents to discuss children's overall development. As a result, parents have a clear understanding of activities they can continue at home to maintain children's progress. These formal meetings are arranged in addition to the daily exchange of information when staff have discussions about children's immediate needs. For instance, they work closely with parents to promote children's movement and coordination skills. All children learn to count during the daily learning, play and routine activities. They join in with the counting of plates when staff place these on tables at snack time. At the end of snack staff encourage children to identify the first letters of their names by sounding these out so that children recognise these easily. Many labels are displayed in the environment and as a result, children's letter recognition skills are continually promoted. In turn, this contributes to a secure foundation for their learning at school. Children have opportunities to build on this foundation when they attend nursery school because staff share the planning so that there is continuity in learning between the settings. All children, including those with special educational needs and/or disabilities make good progress in the pre-school. Children who speak English as an additional language demonstrate a good grasp of what is said as they readily join in with activities. All children's individual learning is very well promoted.

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

Children are happy in the calm atmosphere which staff create in the pre-school. Children benefit greatly from this approach which staff use to effectively support their well-being.

As a result, children experience high levels of emotional security. Children demonstrate by their actions that they feel secure in the pre-school because they play well together and form strong relationships with others. Children who are natural leaders encourage others to count the number of children sitting at a table. Boisterous boys enjoy running and playing together, yet they respond very positively when staff remind them about rules. Children are well behaved and follow the routine to tidy away while they chat with friends. This means that they are confident and mix well with others, demonstrating the interpersonal skills that are desired for school. Owing to the nurturing environment children form strong bonds with staff who respond positively to requests for help. For instance, children ask staff to undo packets in their lunch boxes and they are content because staff respond promptly.

Lunch time is a social occasion because staff sit at tables with the children in their key groups. They follow children's lead with regard to conversation and encourage them to eat the healthy foods first. However, staff miss opportunities to reinforce positive messages about healthy eating because they do not help children to learn about these. Children have ample opportunities to drink during the sessions and they have a good understanding of established procedures. For instance, they use the free-standing wash basin to attend to their personal hygiene. Staff do not always extend children's self-help skills when they implement the preparation for snack. Although children are very well behaved and occupy themselves by talking with friends they wait for staff to set out plates and beakers, and to serve a selection of food. This means that capable children miss out on opportunities to take some responsibility because they are not actively involved in some aspects of preparation. As a result, children's independence skills are not always fully promoted. Staff ensure children have opportunities to enjoy fresh air on a daily basis. They plan play activities in the park or walks to the local shops. Therefore, on their journeys children learn about road safety and how to take sensible risks under close supervision. Children's safety is given priority because the doors to the main hall are always bolted and access is controlled by the staff. Consequently, the security is well maintained at all times and they are effectively safeguarded. The staff rigorously follow procedures to escort children to the toilets, which are also used by the public who are on the premises during some sessions.

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

The arrangements for safeguarding children in the pre-school are good. The provider has a secure understanding of their role and responsibilities to meet the safeguarding and welfare requirements. There are designated senior persons for child protection who effectively follow procedures to protect children. Staff have a good understanding of procedures because they participate in writing the safeguarding policy. This includes procedures relating to the use of the internet. Staff often take children on outings in the community and ensure they constantly give clear messages about 'stranger danger'. This means that children develop an awareness of how to keep themselves safe. Established recruitment and induction procedures are in place to ensure adults are suitable to work with children. The provider reviews the ongoing suitability of all staff when safeguarding

issues are discussed during supervision sessions. Staff carry out frequent risk assessments before they take children on outings and they are alert to potential hazards which must be addressed. Staff effectively follow supervision procedures during activities in the main room and on those occasions when children use the public toilets on the premises.

There is a strong commitment to maintaining continuous improvements. Staff and parents contribute to the self-evaluation of the pre-school to ensure effective changes are made. Since the last inspection the provider has made changes to ensure group times are better organised to meet children's individual needs. Assessments are shared more with parents who now have opportunities to write comments on their children's records. Partnership working with other early years providers is established to enable staff to share information and provide continuity in children's learning. There is an established programme of professional development for all staff who regularly undertake training. For instance, one member of staff is trained in using sign language and supports others to consistently implement this in the pre-school. All staff have completed first-aid training and are confident to manage injuries sustained by children.

The responsibility for monitoring planning and assessments for children's learning is shared by all staff. This is a small provision in which staff work as a cohesive team. They discuss children's learning and achievements on a daily basis to ensure they adapt activities to meet children's needs. The provider often observes staff practice and gives feedback to help staff make changes that enhance their skills. This means that they work together to maintain the good quality teaching that effectively promotes children's learning. The provider and staff work successfully with parents and carers to ensure their children receive good support to meet their needs. Parents and carers are very pleased with the service they receive and the welcoming environment the pre-school provides. They comment positively on the progress children make in their learning and the staff's commitment to the promotion of children's needs. Staff work equally well with other professionals, such as the specialist teams who provide ongoing guidance. As a result, staff are confident in their role to support children with special educational needs and/or disabilities. Some children attending the pre-school also attend other early years providers. Staff use effective strategies to liaise with these settings where children attend to ensure the continuity in learning is maintained.

### **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>	EY218161
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	855726
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	25
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Melanie Jane Gardner
<b>Date of previous inspection</b>	25/05/2011
<b>Telephone number</b>	0121 472 7215

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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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