

# Hopscotch Nursery

Girl Guide Headquarters, Maricas Avenue, Harrow, Middlesex, HA3 6JA

<b>Inspection date</b>	03/12/2014
Previous inspection date	31/01/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Staff encourage children to play in a cooperative way with their friend, which helps to promote positive friendships.
- Staff record children's interests well and use these to plan engaging daily activities.
- Staff manage children's behaviour appropriately, which enables children to learn and make effective progress.
- The manager has developed good partnerships with parents, and listens well to the views of both children and parents.

### It is not yet outstanding because

- Staff miss opportunities to challenge children's learning fully during some group session, which results in some children becoming less focused.

## **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.

## **Inspection activities**

- The inspector observed staff and children playing in the garden and the main play room.
- The inspector talked to the parents about their views on their children's care at the nursery.
- The inspector looked at the children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the staff, and their self-evaluation processes.

## **Inspector**

Vicky Wills

## Full report

### Information about the setting

Hopscotch Nursery registered in 2000. It operates from the Girl Guide Headquarters in Harrow Weald, in the London Borough of Harrow. The accommodation used by the nursery includes the hall and a secure outdoor area. There are currently 27 children currently on roll. The provider is in receipt of funding for the provision of free early education to children aged two-, three-, and four year olds. The nursery is open each day, from Monday to Friday, during school term-time only. Nursery sessions run from 9.15am to 12.15pm, with a lunch club on Monday, Wednesday, Thursday and Friday until 1.15pm. The nursery employs two full-time and four part-time staff to work with the children. All staff hold recognised early years qualifications. The nursery is registered on the Early Years Register and is a member of an early years organisation.

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

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

- review group sessions to engage all children fully in order to maximise their learning opportunities.

### Inspection judgements

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

Staff provide children with good quality learning opportunities that they enjoy. They implement good assessment processes, which enables staff to accurately record children's starting points on entry to the nursery. This ensures staff know what children can do and what help they need, in order to further develop. Staff use children's ongoing assessments well to identify their needs, and in discussions with parents, they effectively plan children's next steps in learning. As a result, all children are making good progress in their learning.

The staff support children well by being good role models, effectively promoting their language and listening skills. They plan adult-led group sessions for children to encourage their all-round developing, as well as preparing them for their next stage of learning. Although, most children enjoy joining in with singing familiar nursery rhymes, staff do not fully challenge all children during group sessions; therefore, some children lose interest. Staff provide children with the use of nursery camera to take photographs of their creative buildings, which they have made. They further allow them to use the photocopier to make copies of their drawings. This enables children to develop their understanding of using technology-based resources. Staff encourage children to share their creative ideas with their friends as well as show other adults, which helps to build their self-confidence.

The staff encourage children's literacy skills well by planning activities based on their

individual needs and interests. For example, they provide a range of books taken from children's interest in animals. This results in children eagerly wanting to take part in activities. Additionally, boys are particularly interested in looking at books on pets and then visiting the hospital vet, which staff have set up in the role-play area to continue children's interest. Through this well-planned and supported activity, staff effectively encourage children to link what they see in books and incorporate this in their play.

Children have a keen interest in learning about their environment and staff promote this by allowing the children to think about their responses to questions, and give them time to respond. For example, some children want to go outside and the staff ask the children what they need to go outside, and wait for the children to respond, rather than getting their coats and hats for them. This helps to promote children's language development and thinking skills.

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

Children really enjoy their time in the nursery because the layout of the environment is very appealing. This is because staff use their knowledge of what children like playing with, in order to set the room up. Staff offer children a wide range of resources, which they invitingly lay out each day for children to play with to develop their skills. The children are confident in their environment; they are able to explore the different parts of the room and move resources around to suit their needs.

The staff have a good understanding that children need to feel safe and secure to learn. For example, when children arrive at the nursery, staff ensure they find their photograph and stick it on a self-registration board with their parents, as part of the morning routine. This helps children to feel safe and secure in the nursery, and further helps parents to see what their children will be doing each day. Staff understand the importance of providing a calm environment, particularly when children arrive to help them settle, and therefore, offer them familiar items to help them settle.

The nursery staff encourage healthy eating, by providing snacks in the morning, such as fruit and water. Staff encourage children to develop healthy routines, by ensuring they wash their hands before eating. Some children remind the younger children to wash their hands, which then becomes a fun activity for all of the children. Staff support children's personal routines, such as using the toilet and potty training. They do this by using a calm manner, which means children are relaxed about the routine tasks. Staff involve parents on a daily basis about their children's progress with their potty training, and this partnership means that children are generally successful.

All children have a key person, which encourages their personal, social and emotional development very well. Children have time with their allocated key person, which helps them to develop a relationship with a familiar adult. Staff spend time getting to know each child when they join the nursery, and this helps children to settle in quickly. Staff manage children's behaviour well and children understand the boundaries that are expected of them, and the reasons why they need to follow rules. For example, when some children

do not speak in a nice manner to their friends, staff are there to remind them to consider other people's feelings. Overall, staff are good at promoting children's positive behaviour and role modelling effective communication skills.

Staff use risk assessments to check that the indoor and outdoor nursery environment is safe and secure for the children to explore. Staff ensure children have daily access to outdoors. The outdoor garden is secure and although, it does have brambles around one edge of the grass area, the children show an awareness of safety and do not explore into it. The staff play with the children and ensure they are able to see all areas the children access when outside.

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

Leadership and management of the nursery is good because the manager has developed a good way of evaluating the provision that encourages parents, staff and children to be involved. All staff listen well to feedback from parents and children, and use this to change or adapt the routines of the nursery. The manager has clear roles and responsibilities in place for all staff members. This organised approach means that staff are clear of what is expected of them in their roles, and children have responsive adults to meet their needs. The manager is clear of her role and responsibilities and effectively meets the requirements of the Early Years Foundation Stage.

The manager and staff have a good understanding of the safeguarding requirements, and are clear about how to keep children safe while in their care. Staff are trained in child protection and safeguarding issues, in order to help them keep children safe at all times. Staff are paediatric first aid trained and receive training for this through the local authority. The manager ensure staff fully understand their role as part of the induction process when they first start. Further training and ongoing support, means that staff access regularly training and share good practice through staff meetings and ongoing supervision. Safeguarding is a priority and the manager ensures staff are confident in their understanding of what to do if they have concerns about a child. The organisation of the daily routine meets the children's needs well, as staff are in deployed well in different areas of the room, focusing on a range of activities to encourage children to take part. The nursery staff share information with parents about their role in protecting children from harm, and this partnership with parents helps them to develop a good relationship with parents. Staff display policies and procedures for parents and visitors to read. The manager uses the policies effectively, particularly when new staff or parents start in the nursery. This helps both staff and parents to understand what is expected and to ensure children's needs are met at all times.

Children make good progress because the manager oversees the planning and development of the activities well. The accurate assessments that staff make and the secure overview of children's progress means that all children are making effective progress in their learning. The self-evaluation of the planning and assessment of children's development helps the manager to develop new activities and routines for the children.

The manager evaluates planned activities and supports staff to think of new ideas when planning for children's interests. The manager ensures staff support children with additional need by providing specific activities and equipment that aid their learning.

The manager keeps staff up to date on current practice and provides feedback on areas for improvement during regular staff meetings. This also provides opportunities for staff to discuss parental feedback and children's development. These meetings allow staff to be aware of any additional support required for children and their families. There is a strong partnership with parents and their involvement is highly valued by the manager and staff. Additionally, staff have established effective links with outside professionals and share information to help support children's learning and development.

## 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>	509068
<b>Local authority</b>	Harrow
<b>Inspection number</b>	843309
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	25
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Marie Gaughan
<b>Date of previous inspection</b>	31/01/2012
<b>Telephone number</b>	07979 346447

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

