

# Hopscotch Corner

Greetland Methodist Church, Rochdale Road, Greetland, HALIFAX, West Yorkshire,  
HX4 8JG



## Inspection date

23 February 2015

Previous inspection date

3 April 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff know all children very well, understand their interests and plan exciting activities for them to take part in. As a result, all children are motivated to learn.
- Staff care for children's individual needs well and have created strong relationships with them. Consequently, children feel safe, secure and have high levels of confidence and self-esteem.
- The manager has a very good understanding of the requirements of the Early Years Foundation Stage. Comprehensive policies and procedures are regularly reviewed and underpin the smooth running of the setting.
- Good relationships have been forged between the teachers at local schools and staff. Staff know what children are learning at school and complement this in the setting. Therefore, children are developing skills to support their learning in school.
- Staff ensure the setting is safe and secure for children to play in. They keep doors locked, ask all visitors to sign in the visitors book and risk assess the premises daily. This means children are kept safe.
- Resources are of good quality and attractively set out. Children freely access what they would like to explore and cooperate with their friends as they engage in games and activities.

### It is not yet outstanding because:

- On occasion, staff do not effectively manage the noise children create when playing. As a result, this impacts on some other children's ability to concentrate on their task.
- Staff do not always ensure furniture is appropriately sized to enable children to sit comfortably at snack time.

## What the setting needs to do to improve further

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

- use effective strategies that support children's understanding of the importance of not becoming too loud and over zealous so that other children can concentrate as they play
- review the furniture used at snack times in order to allow children to sit comfortably and develop their already good independence skills further.

### Inspection activities

- The inspector observed activities in the main hall and the upstairs room used for extra curricular activities.
- The inspector held conversations with the manager, staff, children and parents throughout the inspection.
- The inspector sampled the planning documents and information regarding children's learning at school.
- The inspector checked evidence of staff's suitability, qualifications, risk assessments, policies, procedures and discussed the setting's self-evaluation process.
- The inspector took account of the views of parents through discussions during the inspection and recent parent questionnaires.

### Inspector

Laura Hoyland

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

All children arrive at the setting excited to play with their friends. They choose from a range of activities and play well together. Staff know what children enjoy to play with and plan a range of activities to support children's learning. Information about what children are learning at school is sought by the staff who use this to stimulate children further. For example, children explore a range of materials to make robots as they learn about aliens and planets at school. This means their learning is consolidated between school and the setting. Staff support children's learning well. They deploy themselves around the room to help children and facilitate activities. For instance, staff help children to make animal masks and talk about fairy tale stories to develop their imaginations. However, at times some children are very loud in their play, which makes it hard for other children to concentrate on the task they are doing. Parents are well informed about what their child has been learning. Activities are written on a board in the entrance area and staff talk to each parent as they collect their child. As a result, parents feel very involved in their children's learning and feel their children thoroughly enjoy attending.

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

Children are learning to take care of their own hygiene needs because staff encourage their independence. For example, all children wash their hands before snack. Children sit with their friends while they eat and are developing good table manners. They talk to each other about their day and demonstrate maturity as they eat well and self-serve their own food. However, younger children at times struggle to sit comfortably on the chairs as their feet do not touch the floor. New children are supported very well to settle into the setting. Staff assign a buddy to children who are attending for the first time, to ensure they feel safe and get to know the routine. Consequently, children's emotional well-being is fully considered. Staff also ensure children's physical needs are catered for. Extra curricular activities are held to encourage children to be active. Weekly karate classes are held and children delight in practising their ability to move in different ways in a controlled manner.

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

The manager is very aware of the setting's strengths and areas for development. She seeks the views of parents through regular questionnaires. Targets for improvement are set and all staff are committed to improving the setting further. The manager meets with staff regularly to discuss their performance and source training courses to support their professional development. All staff are paediatric first-aid qualified and the manager is the designated person for safeguarding. She refreshes her training annually and has a clear understanding of the indicators of abuse and who to contact with a concern about children's welfare. Staff work well together as a team. They have been together since the setting opened and parents feel all staff are approachable. The majority of staff have a childcare qualification at level 3 and use their knowledge and understanding of child development to offer a warm, welcoming and stimulating environment for all children.

## Setting details

<b>Unique reference number</b>	EY408536
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	879613
<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>	40
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Hopscotch Corner Ltd
<b>Date of previous inspection</b>	3 April 2012
<b>Telephone number</b>	07889182356

Hopscotch Corner was registered in 2010 and operates near Halifax. The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The setting is open Monday to Friday from 7.30am to 8.30am and 3pm to 6pm. It is open from 7.30am until 6pm in the school holidays.

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