

Hopscotch Playgroup

Church of the Martyrs, 19 Westcotes Drive, LEICESTER, LE3 0QT



Inspection date

23 February 2015

Previous inspection date

11 March 2010

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff know children well and plan activities that reflect their interests and abilities. As a result, children engage in a range of play opportunities that cover all areas of learning, allowing them to make at least good progress.
- Children behave well. They are secure in the daily routines, enjoy their chosen play activities and listen and react well to input from staff. Children receive lots of praise and encouragement, which builds their confidence and self-esteem.
- Children are safeguarded well. Staff supervise them both indoors and outside and have a secure understanding of the safeguarding procedures. As a result, children are protected from harm.
- Effective use of the outdoor area captures children's interests and offers ideas to enable them to challenge how different items can be utilised. As a result, children have good opportunities to challenge their thinking and ideas.
- The key-person system is good and staff know the children very well. Consequently, children are happy, settled and have close bonds with staff.
- The manager and staff are passionate and committed to the continual development of the playgroup, always striving to provide a rich learning experience for every child.

It is not yet outstanding because:

- Staff do not always extend or develop children's self-chosen play to promote their developing speech and language skills. This is particularly apparent for those for whom English is an additional language.
- Partnership working with parents and other settings is not yet fully effective. As a result, staff do not consistently have a full and clear picture of what children can do in order to improve their planning.

What the setting needs to do to improve further

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

- enhance the provision for supporting children for whom English is an additional language, particularly during self-chosen play activities to ensure they are able to make rapid progress in their understanding and use of English language
- strengthen the already good partnership with parents by consistently gathering information about what children know and can do before they start at the setting
- engage parents and other early years settings further by encouraging them to share information about children's emerging interests and what children can do at home.

Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector held a meeting with the registered person/manager and chair of the committee.
- The inspector observed an activity and discussed it with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the provider's self-evaluation form.

Inspector

Alex Brouder

Inspection findings

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

Children are making good progress in relation to their starting points. Staff have secure knowledge and understanding of the learning and development requirements and teaching is good. Children rapidly engage in chosen play activities, seeking out their peers, on arrival at the setting. They are creative in their thinking. Four-year-old children are quick to solve problems, as they work out which length of track best supports the number of trains. They explore books and sit in small groups, turning pages and talking about what they see. This contributes to their literacy skills and understanding of the world. Most children have a good command of the English language, using this well in their play and discussion with adults and peers. However, staff do not consistently support those children for whom English is an additional language, in self-chosen play activities to build on their communication skills. Children use their imagination well. They pretend to make a cake, using a large bowl, discussing the ingredients and how long it will take to cook.

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

Children and staff have good relationships and are greeted warmly each day. Staff consistently promote children's self-confidence and motivate them effectively. Children's independence skills are fostered as they confidently make choices about their preferred activities during the session. Children's individual care and welfare needs are well known because staff take time to find out about these. This approach ensures the transition from home to playgroup is smooth. The use of the outdoor area throughout the session enables children to have plenty of fresh air and exercise. They learn to take risks in their play as they climb in and out of boxes and work out how to 'fall' out of these carefully and safely. Children show care and kindness to each other and begin to share and take turns in play. Children's good health is promoted through the provision of healthy snacks.

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

Staff have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Monitoring of children's learning is effective and identifies any gaps in their progress quickly. Consequently, all children are progressing well towards the early learning goals. Staff keep children safe and secure recruitment procedures are in place. Staff work effectively as a team. They continually develop their skills through various training courses. Systems for evaluating what is working and what needs to improve are effective. Partnerships are not fully effective. Parents are not consistently asked to provide details about what children already know and can do before they start. This means that play and activities do not always support their learning to help speed up their progress from the start. In addition, staff are not consistently seeking information about children's learning outside of the setting. This means ideas about how to build on and extend children's learning, is not fully explored to inform planning.

Setting details

Unique reference number	EY336516
Local authority	Leicester City
Inspection number	820659
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	38
Name of provider	Hopscotch Playgroup Limited
Date of previous inspection	11 March 2010
Telephone number	07909 948 943

Hopscotch Playgroup was registered in 2006 and operates from the Church of the Martyrs hall in the West End of Leicester City. It is run as a not-for-profit organisation. The playgroup employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. In addition, the manager holds Qualified Teacher Status. The playgroup opens from Monday to Friday, term-time only. Sessions are from 9am until 12noon, every weekday morning and from 12.45 pm to 3.45 pm on Thursday afternoons. The playgroup provides funded early education for two-, three- and four-year-old children.

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