

# Hopscotch Nursery and Out of School Club

Shifnal Primary School, Curriers Lane, SHIFNAL, Shropshire, TF11 8EJ



## Inspection date

Previous inspection date

23 February 2015

1 June 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Some staff need more support than others and the staff team is not yet working cohesively in some areas. For example, staff's teaching and engagement with the children is variable. Systems to monitor, support and coach staff lack vigour and are not sufficiently thorough.
- Staff in the toddler room do not consistently plan sufficiently challenging activities to engage and motivate children to further develop their knowledge and skills. Consequently, children do not always make the best possible progress in their learning.
- Staff in the toddlers' room do not fully promote children's personal and social skills.
- Staff do not consistently provide sufficient resources in the toddlers' outside play area to enable children to follow their interests or play to their satisfaction.

### It has the following strengths

- Staff are kind and caring. Children form strong attachments to the staff, which promotes their emotional well-being effectively.
- Children learn about healthy lifestyles through the provision of healthy food, daily access to fresh air and regular exercise.
- Staff undertake regular risk assessments to ensure that the premises indoors and outside are safe.
- Staff and managers have a good understanding of how to protect and safeguard children. They know how to recognise signs which may give rise to concerns. Managers have thorough systems for checking staff are suitable to work with children.

## What the setting needs to do to improve further

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

- ensure training and development opportunities for staff focus more closely on improving weaknesses in the quality of teaching to ensure that children learn, develop and are kept healthy
- improve the quality of teaching by ensuring staff use information from observations and assessments to support and extend children's learning experiences that precisely match each child's needs, challenge and extend them and support them to make good progress
- ensure staff supervision enables staff to discuss children's individual needs, identify solutions and receive coaching to improve their personal effectiveness
- ensure that there is always a broad range of resources available outdoors to enable toddlers to follow emerging interests, so that they can engage in play, explore and make choices.

### Inspection activities

- The inspector checked for evidence of the suitability and qualifications of the staff working with the children.
- The inspector observed play and learning activities and spoke to staff and children indoors and outside.
- The inspector looked at a selection of children's assessment files and discussed their progress with the key persons.
- The inspector held meetings throughout the inspection with the managers. The inspector reviewed a range of policies and procedures. The inspector carried out a joint observation with the manager and discussed the nursery's self-evaluation process.
- The inspector took account of the views of the parents spoken to on the day and those expressed in written documentation including parent questionnaires.

### Inspector

Karen Laycock

## Inspection findings

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

Staff complete observations on children to assess and monitor their progress. However, they do not always use this information effectively to plan children's future learning. Staff do not always take account of the next steps of all children during activities. For example, in the toddler room, a child picks up a block of wood and holds it to their ear. The next steps in planning relate to pretend play and promoting communication and language. Instead of extending this child's learning the member of staff encourages the child to tidy the blocks away. Additionally, the outdoor play areas do not consistently contain adequate resources to promote a broad range of skills. In the toddlers' play area children are only able to choose equipment to support their physical and early writing skills. For example, there are no resources for children who want to engage in imaginative play in the role-play area. Pre-school staff focus well on the prime areas of learning. This equips children with some of the key skills they need to develop and learn effectively, in readiness for school.

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

Pre-school children enjoy circle time where they are encouraged to recall the activities that they have taken part in during the morning. Children confidently talk about what they enjoyed and learnt. These discussions promote children's confidence and their communication and thinking skills. Children are happy in the setting and confidently select the resources they want to play with. However, in the toddler room, during free-play sessions, staff sometimes intervene too soon. This prevents children from interacting and building relationships with each other. Children behave appropriately for their age. Staff teach children about keeping themselves safe, for example, when promoting hand washing and practising fire drills. The environment supports babies beginning to take their first steps. Staff carefully place favourite toys around the room. This encourages them to explore and be active and promotes their confidence and physical development as they manoeuvre around the room. Staff are attentive to babies' needs and so they are settled and happy in the nursery.

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

Management has identified areas where improvements can be made. However, the nursery's self-evaluation has not led to targeted improvements for children's learning. Leaders have not managed staff changes or deployment in the toddler room effectively. There are insufficient robust opportunities for staff supervision to improve personal effectiveness. As a result, teaching quality requires improvement. Parents are able to access information stored on a computerised system, which keeps them informed of their children's progress. This also supports parents to continue their children's learning at home. Staff have effective links with outside professionals who support them to close the gaps in children's individual learning and development.

## Setting details

<b>Unique reference number</b>	EY388258
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	859094
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	73
<b>Number of children on roll</b>	110
<b>Name of provider</b>	Adele Woodward and Claire Ferguson Partnership
<b>Date of previous inspection</b>	1 June 2009
<b>Telephone number</b>	01952463079

The nursery was registered in 2009. It employs 15 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 and above, including one with Qualified Teacher Status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am until 5.50pm. The nursery provides funded early education for two-, three- and four-year-old children.

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