

Hopscotch Nursery

The Old School, Church Street, SEAFORD, East Sussex, BN25 1HH



Inspection date

13 May 2015

Previous inspection date

18 December 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

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

- Planning and assessment are not sufficiently robust to ensure activities always provide appropriate challenge for all children, especially those in the pre-school.
- Children's learning is not always maximised during group time activities in the pre-school room. This is because there are inconsistencies in the quality of teaching. As a result, some children are not consistently challenged and do not have opportunities to think and build on their knowledge. Therefore, sometimes, they lose interest and become bored.
- Leaders do not always ensure that planning and assessment are sufficiently precise so that children's progress can be closely monitored. For example, in the baby room, staff do not always establish babies' physical skills when they first start at nursery.
- Systems to monitor how well children learn do not sufficiently focus on the quality of teaching.

It has the following strengths

- There is a stimulating, well-resourced and welcoming indoor and outdoor environment, which supports children's all round development and emotional well-being. Consequently, children behave well and enjoy a range of experiences that develop their independence and cooperation.
- Parents are very complimentary about the nursery and the care provided for their children. They are given good quality information and form strong partnerships with staff.
- Staff provide good support for children with additional needs and work effectively in partnerships with other agencies.

What the setting needs to do to improve further

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

- make sure that staff always record children's learning and development needs accurately and establish what children can and cannot do when they first start at the nursery, particularly recording babies' skills in physical development
- improve the quality of teaching in the pre-school room by ensuring staff provide consistently challenging activities and ask questions which encourage children to think and develop their knowledge

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

- increase opportunities for children to develop their independence and language and communication skills during mealtimes

Inspection activities

- The inspector observed the quality of teaching and the impact on children's learning, both inside and outside.
- The inspector spoke to a selection of parents during the inspection and took account of their views.
- The inspector held meetings with the senior leaders.
- The inspector sampled a range of documentation, including records of children's learning, safeguarding policies and logs, confirmation of staff checks and staff development files.
- The inspector spoke with staff and children at suitable times throughout the inspection.

Inspector

Jennifer Gee

Inspection findings

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

Staff plan a varied range of activities to promote children's learning and development across the seven areas of learning. However, the quality of teaching is too variable. Staff in the pre-school room do not always make the most of opportunities for learning to question and challenge children's thinking. For example, during a rhyming activity, children are not sufficiently challenged so they lose interest and become bored. During outside play staff fail to get involved in children's play or help them to build on their ideas. Consequently, children's language is not extended. During mealtimes, staff do not take advantage of opportunities to develop children's independence and language skills. Although children gain the basic skills they need for school, the variability in teaching means not all children make consistently good progress in their learning. Staff carry out routine assessments and observe children. They gather information from parents to establish children's learning needs. However, these checks are not always accurately recorded. For example, in the baby room, starting points for some children are not recorded in their physical development. Consequently, staff do not always know if all children make progress.

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

The nursery is well equipped for children to exercise, explore and actively learn in all areas of their development. Outside, children take safe risks when using climbing frames, slides, bikes, tunnels. Inside, children move freely and develop their independence as they choose where they play. There are rooms dedicated for soft play, imaginative play and a sensory room for all children to explore and develop their senses and stimulate their vision, hearing, smell and touch. Children with additional needs and/or disabilities, and those who speak English as an additional language, are supported to settle into the routines through picture cards and visual displays. Staff in the baby room are sensitive and calm and children form secure relationships. Staff help children to be emotionally ready for the move between group rooms. There are plans to help children get ready to start school through visits from teachers and by staff sharing relevant information about children's learning and development.

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

Senior staff aspire to improve and have developed practice in many areas by effectively working on actions raised at their last inspection. Staff's increased understanding of how to keep children safe and improved hygiene procedures ensure children support children's care and welfare. Leaders check to make sure that the needs of groups of children, such as boys who need help in their communication and language and literacy development are sufficiently planned for; however, these checks are not sufficiently embedded to ensure that all children make progress in all areas of learning. There are systems in place to regularly review and manage staff performance and staff have access to regular training. This helps to enhance practice, although it is not sufficiently focused on improving the

quality of teaching throughout the nursery. Consequently, there is inconsistency amongst staff and not all children make sufficient progress in all areas of development.

Setting details

Unique reference number	EY455749
Local authority	East Sussex
Inspection number	1009103
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	92
Number of children on roll	114
Name of provider	ACPH Limited
Date of previous inspection	18 December 2014
Telephone number	01323 492 123

Hopscotch Nursery registered with Ofsted in 2012. It is one of five nurseries run by ACPH Ltd. The nursery operates from a converted building in the centre of Seaford in East Sussex. The nursery has eight rooms and an enclosed outdoor play area. It is registered on the Early Years Register and the compulsory part of the Childcare Register. There are 114 children attending in the early years age group and the nursery receives funding to provide free early education for children aged three and four years. The nursery provides part-time and full-time care and offers a 'Kids' Club' for children up to the age of eight years. This includes a breakfast club and a holiday scheme during all school holidays. The nursery is open each weekday from 7.30am to 5.30pm for 51 weeks of the year. Children can attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities, and children who are learning to speak English as an additional language. A team of 15 staff work at the setting, 12 of whom hold appropriate early years qualifications.

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