

# Hopscotch Nursery and Out of School Club

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



## Inspection date

1 December 2015

## Previous inspection date

23 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Leaders know the nursery's strengths. They have taken positive action to overcome weaknesses. Leaders consult widely with staff, parents and other key partners to evaluate the effectiveness of the setting accurately and to focus on improvement.
- Children make good progress from the time they start at the setting. Consequently, they are on track to achieve a good level of development at the end of Reception year.
- Children behave well, join in with others, and cooperate. They take part in games involving turn-taking and cooperation and they participate in planned group activities to promote problem-solving and team work. They are developing the habits of effective learners.
- Leaders have made significant improvements to support the good quality teaching. In-house training and professional development activities enthuse and excite staff, and help to drive improvements in the quality of teaching and learning.

### It is not yet outstanding because:

- Partnerships with the adjacent school are strong. However, leaders do not hold regular discussions with the school to validate and agree the accuracy of the nursery's assessments.
- Leaders do not act quickly enough when they identify ways to speed up children's progress. For instance, they know that two-year-olds often learn more quickly when they play alongside the older pre-school children. However, they have yet to arrange for this to happen.

## What the setting needs to do to improve further

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

- implement the agreed steps to enhance the learning of two-year-olds to hasten their progress and rates of development
- enter into frequent discussion with the adjacent school to agree and check the accuracy of assessments.

### Inspection activities

- The inspector reviewed the improvements that leaders have made since the last inspection and their plans for future improvement.
- The inspector observed children during a range of play and learning activities in the designated play areas, including outdoors and the out of school club.
- The inspector held meetings with the leaders and staff.
- The inspector looked at a range of documentation including children's learning journals and the adults' planning of children's learning and development activities.
- The inspector checked evidence of the suitability of all adults working at the nursery and the professional qualifications and training of staff and leaders.
- The inspector conducted a joint observation with the leader.
- The inspector took account of the views of parents and those of children spoken to on the day.
- The inspector explored the security of the premises and how effectively the provider has identified and taken steps to minimise any potential risks.

### Inspector

Deborah Jane Udakis

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders are not afraid to take steps to terminate the employment of individuals whom they consider are no longer suitable to work with children. The arrangements to safeguard children are effective. Staff confidently explain how they protect children and how to report their concerns. They receive regular supervision and support, focused on their professional development and improving outcomes for children. Dedicated early years funding is used to provide additional adult support to individual children and to secure their good transition to school. Leaders closely and effectively monitor the progress of all children. Parents express high levels of satisfaction with the care of the children and they have confidence in the leaders and staff.

### Quality of teaching, learning and assessment is good

In the toddler room, children build structures using wooden blocks. They are learning to sequence according to size, and shape and they develop an understanding of weight and dimensions. Effective planning, results in positive learning outdoors. Pre-school children make use of spades, rakes, water, mud and sand to make a road. One child said, 'Tractors and cars can go on it but not bicycles.' Staff help the children to consider ways to develop their construction. The children use large plastic bricks and the mud mixture to lay bricks to create 'a patio'. Indoors, babies eagerly take part in music and movement activities. The younger babies are well supported to become physically active. Increasing numbers of children start the setting with poor communication and language skills. However, effective planning and teaching help children to make good progress in their speech and language. Children are well placed to continue their learning when they move to school.

### Personal development, behaviour and welfare are good

Children understand the daily routines which support their good care and learning. They eagerly tidy toys away and they sort items into different sizes and colours. They develop their understanding of numbers and their mathematical language as they consider which is largest or smallest. The children are developing an understanding of how to keep safe. They wash their hands before meals and when eating they advise others to blow on the food to prevent hurting their mouths. Children are safe and secure in the setting. They confidently seek out the adults for attention and affection. In the out of school club, the children plan their own activities in consultation with each other and the play workers. The children attending the club talk enthusiastically about their time at the setting. They say, 'It is fun and we can do lots of fun activities.'

### Outcomes for children are good

Children develop their concentration as they listen to stories and they anticipate what happens next. In the toddler room, the children's speech and communication are well supported as they sound out animal noises. One child referred to 'a scary lion' and they roared animatedly. The children are effectively learning the letters and the sounds that they make, and frequently sound out the beginnings of words during their play. As a result, children make positive and sustained progress in their communication and language.

## Setting details

<b>Unique reference number</b>	EY388258
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	1030676
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	73
<b>Number of children on roll</b>	96
<b>Name of provider</b>	Adele Woodward and Claire Ferguson Partnership
<b>Date of previous inspection</b>	23 February 2015
<b>Telephone number</b>	01952463079

Hopscotch Nursery and Out of School Club was registered in 2009. It is located in a separate building within the grounds of Shifnal Primary School. The setting employs 17 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 and above, including one with Qualified Teacher Status. Two members of staff hold an appropriate level 2 qualification. The Out of School Club is based within the school. 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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