

Hopscotch Day Nursery

School Road, Kelvedon Hatch, Essex, CM15 0DH



Inspection date

31 March 2016

Previous inspection date

5 November 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

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

- The manager has not assigned a key person to the children who attend the nursery intermittently.
- New systems for the supervision of staff are still in their infancy and do not yet ensure that staff have a good knowledge of all their roles and responsibilities.
- Staff do not fully engage all parents in their children's learning at the setting and at home.

It has the following strengths

- Staff support babies communication and language skills well. They mimic their babbling, add new words into their vocabulary and enthusiastically read stories to them.
- Staff now carry out thorough risk assessments and daily checks of the premises indoors and outside. They make sure they reduce or remove any hazards to children's safety before children access the premises.
- Staff support children's literacy skills well. They incorporate letters and sounds into children's play. Staff encourage children to link letters to their own names and familiar objects. Staff role model the correct ways of writing letters and children confidently copy them.
- The manager now operates effective recruitment procedures ensuring that she has carried out the appropriate checks before staff start working with children.

What the setting needs to do to improve further

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

	Due Date
■ ensure that all children are assigned a key person, including those children who spend most of their time at another early years setting	02/05/2016
■ strengthen the new performance management systems in place for staff, so they are fully effective in ensuring that staff are all aware of their responsibilities and any gaps in knowledge are addressed swiftly.	30/06/2016

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

- build on partnerships with parents by engaging them further in their children's learning at nursery and at home.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector
Daniella Tyler

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager has taken appropriate steps to address the actions raised at the last inspection. She now evaluates the nursery regularly and has worked alongside local authority advisers to improve the care provided. However, the systems for the supervision of staff are not yet fully effective in ensuring that all staff are fully aware of all their roles and responsibilities. Some gaps in staff's knowledge are yet to be addressed. The arrangements for safeguarding are effective. Staff can identify the possible indicators of abuse. They know the appropriate procedures to follow if they have concerns about a child. Safeguarding policies have been updated to reflect current guidelines and legislation. The manager monitors the progress that children are making. She has taken appropriate action to change the learning environment to better suit children's needs.

Quality of teaching, learning and assessment is good

The well-qualified staff have a good understanding of how children learn. They make regular observations and accurate assessments of what children can do. Staff use this information to plan challenging learning experiences for the children that are based around their individual needs and interests. Staff now ensure that the progress check for children aged between two and three years is completed. They effectively identify any gaps in learning so that the appropriate support can be put into place. Staff support disabled children and those with special educational needs well. They share information with parents and health professionals to ensure the plans in place meet children's needs. Staff support children's thinking skills well. For instance, as children engage in a travel agent activity, staff encourage children to think about what they will need to travel to different countries. Staff adapt their questions and use this as an opportunity to build on children's literacy and mathematics skills. Children draw pictures of cars and aeroplanes and count the number of wheels and windows they have drawn.

Personal development, behaviour and welfare require improvement

The manager has not ensured that a key person has been assigned to children who spend most of their time at another setting and attend this nursery intermittently. The manager is aware of this requirement but has yet to put it into place. Children settle appropriately and form caring bonds with staff and friendships with each other. Staff manage children's behaviour suitably. They encourage children to share, take turns and use appropriate manners. Children's emotional needs are supported when they move to Reception class in school. They visit the classrooms, meet the teachers and use the school playground while at nursery. Staff are aware of children's dietary requirements and the action they need to take to keep them safe at mealtimes and when taking part in activities, such as baking cakes. Children experience daily fresh air and exercise in the nursery garden.

Outcomes for children are good

All children make good progress given their starting points and capabilities. Children develop their independence skills. They attend to their own personal care needs, put on their own coats and help to tidy away activities. Children are well prepared for the next stage in their learning, including starting school.

Setting details

Unique reference number	EY248665
Local authority	Essex
Inspection number	1032382
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	35
Number of children on roll	74
Name of provider	Hopscotch Day Nursery (Essex) Limited
Date of previous inspection	5 November 2015
Telephone number	01277 372826

Hopscotch Day Nursery was registered in 2003. The nursery employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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