

# Hopscotch Nursery

215 Chevening Road, London, NW6 6DT



## Inspection date

6 May 2016

Previous inspection date

21 September 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Staff have very high expectations for children. Teaching is vibrant and based securely on staff's thorough understanding of how children learn. Children make excellent progress from their starting points.
- Support for children with special educational needs or disability is exemplary. Staff show excellent understanding of children's individual needs. They are dedicated and highly proficient in their work with parents and other professionals. Staff skilfully implement advice gained and the coordinated support helps to ensure children make the best possible progress.
- Children are skilfully helped to express their ideas and direct their own learning. Babies and toddlers select signs and puppets which show their choice of songs. Older children give their ideas for activities and discuss what resources they need.
- Children benefit from the experience and skills of the well-qualified staff. They are inspiring role models and calmly respond to children's needs. Staff frequently praise children, which helps them gain very high levels of self-esteem.
- Partnerships with parents and other providers are extremely strong. Parents provide excellent feedback on the outstanding quality of care and learning provided. They state that their children settle very well when they join or move within the nursery. They also state that the staff are wonderful and that they are extremely attentive to their children.
- The manager works closely with staff to critically evaluate the nursery. The views of children and their parents are highly valued and are included in the process.

## What the setting needs to do to improve further

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

- implement and evaluate the effectiveness of plans to develop even more opportunities outdoors for older children to build on their mathematical understanding and for children with special educational needs or disability to explore sensory materials to extend their learning even further.

### Inspection activities

- The inspector spoke with staff and children at appropriate times throughout the inspection. She also observed activities indoors and outdoors.
- The inspector carried out a joint observation with the manager. She also held a meeting with the senior management team.
- The inspector looked at children's assessment records, planning documentation, and evidence of the suitability of the provider and staff working with the children.
- The inspector considered the views of parents as expressed in written documents and in discussions during the inspection.

### Inspector

Maura Pigram

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Arrangements for safeguarding are effective. Staff have an excellent understanding of safeguarding and their roles and responsibilities to protect children in their care. There are robust procedures for the recruitment and induction of new staff to ensure that they are suitable to work with children. The manager continually reviews staff practice. She monitors and evaluates staff through regular observations, supervision and appraisal meetings. Some staff are highly qualified and all staff attend ongoing training. This has a very positive impact on the outcomes for children. Staff and the manager have identified that they would like to expand on even more fun opportunities for sensory play and the teaching of mathematics in the outdoor area.

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

Children have great fun and enjoy learning at the nursery. Older children love exploring the indoor imaginative farm area. They concentrate for a long time and decide on roles that each person will take. This activity has followed on from children taking an avid interest in the nursery's allotment. Other children carefully create road maps of their walk to school using pictorial aids. The pre-school room leader is extremely skilled in using probing questions to promote children's language to an optimum level. Younger children love exploring their stimulating base rooms. The small-group activities led by their key persons significantly enhance their learning. For example, very young children watch in wonder as they discover how to successfully and safely use scissors. Staff caring for babies have a comprehensive understanding of each child's care and learning needs. Babies love exploring and bounce excitedly to nursery rhymes. Staff observations and precise assessments are used to plan accurately for the children's next steps in their learning.

### Personal development, behaviour and welfare are outstanding

Babies and children are happy, contented and feel secure at the nursery. Staff know them exceptionally well. Children's health is actively supported. For example, staff are very aware of dietary needs and the benefit of eating food provided by parents is discussed with children during their sociable mealtimes. Children learn very quickly about keeping themselves safe and being independent. They confidently climb up and down the different levels in the garden. Children learn about the importance of exercise as they play in the large garden. They climb on the apparatus and build sandcastles in the sand. Children are very well behaved and older children are very attentive to their younger friends.

### Outcomes for children are outstanding

Children are active, independent learners and show high levels of confidence. They actively take part in purposeful experiences that enable them to speak and listen in group situations. Staff support children exceptionally well, including those who have special educational needs or disability. This helps all children to make excellent progress from where they start in their learning. Children are extremely well prepared for their next stage in their learning, such as starting school.

## Setting details

<b>Unique reference number</b>	137807
<b>Local authority</b>	Brent
<b>Inspection number</b>	1024274
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	62
<b>Name of provider</b>	Hopscotch Under Fives
<b>Date of previous inspection</b>	21 September 2011
<b>Telephone number</b>	020 8969 9792

Hopscotch Nursery was registered in 1996. The nursery employs 20 members of childcare staff. Of these, two hold appropriate early years qualifications at level 5. Four staff hold appropriate qualifications at level 4 and 10 staff hold appropriate qualifications at level 3. The nursery opens from Monday to Friday, 47 weeks a year. Sessions are from 8.30am until 5.30pm. The nursery provides funded early education for three- and four-year-old children. The nursery also supports children with special educational needs or disability.

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