

Hopscotch Pre-School

Village Hall, Moira Dale, Castle Donington, Derby, Derbyshire, DE74 2PJ



Inspection date

17 May 2016

Previous inspection date

17 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Children are happy, settled and confident. They form good attachments with staff. Children demonstrate that they are comfortable in their surroundings.
- Children make good progress in their development. Staff ask questions, provide new words and help them to recall events in their lives. Children speak clearly and interact confidently with others.
- Staff effectively adapt activities for children who speak English as an additional language, so that staff can help them progress in their learning.
- Staff give effective support to children's personal development, behaviour and welfare. Staff provide clear explanations that help children know what is expected.
- Children show high levels of confidence in social situations and an eagerness to learn.
- Staff establish effective partnerships with parents, external agencies and other early years providers. Children receive consistent support, which contributes to meeting their individual needs.

It is not yet outstanding because:

- Although staff complete assessments of children to identify their next steps in learning, they have not fully established systems that provide a regular check on children's progress.
- Group activities, such as morning registration, story times and focused activities, are not consistently well organised. Staff do not always sufficiently focus on extending children's listening and concentration skills to a higher level.
- Staff do not consistently provide clear messages that help promote children's understanding about healthy eating.

What the setting needs to do to improve further

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

- strengthen systems of assessing children's progress, in order to consistently reflect regular assessments of their achievements and fully support their ongoing learning
- review the organisation of group activities and enhance the opportunities to effectively extend children's listening and concentration skills even more
- extend the opportunities for children to learn about the different ways that helps them to be aware of healthy eating.

Inspection activities

- The inspector spoke to the children and staff at convenient times throughout the inspection. She also held discussions with the provider and pre-school leader.
- The inspector observed activities indoors and outside, including snack and group times.
- The inspector carried out a joint observation with the provider.
- The inspector looked at children's assessment and learning records, as well as planning documentation.
- The inspector spoke to some parents during the inspection and took account of their views.
- The inspector checked evidence of the suitability and qualifications of staff working with the children. She sampled some of the policies and procedures and the pre-school's action plan.

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Management and staff regularly update their knowledge of child protection issues. There are robust recruitment and vetting procedures in place that ensure only those suitable to work with children do so. The provider self-evaluates effectively in most areas. She has involved the staff, parents and children in this process. She has addressed the recommendation from the previous inspection. Parents are now actively involved with their children's learning. They contribute to their children's initial assessments and regularly share their achievements from home. The manager meets regularly with staff to provide support and develop their knowledge. Staff attend regular training that helps improve their teaching skills further. For example, following training, staff plan learning opportunities to better support children's language skills.

Quality of teaching, learning and assessment is good

Staff are experienced and passionate about their role. They provide a wide range of challenging activities that helps children think. Overall, teaching is good. Staff enhance children's problem-solving skills through many opportunities. For example, children eagerly explore sand and water using their fingers and a wide variety of tools. They fill and empty containers and make long and short lines as they paint the wall. Staff inspire children through their positive interaction and receptive approach to their ideas. They promote children's understanding of the world effectively. For example, they take children on nature walks around the adjacent field. Staff encourage children to use their small-muscle skills in various ways. For example, children use a variety of tools to cut and roll as they make butterflies out of play dough.

Personal development, behaviour and welfare are good

A stimulating learning environment keeps children excited and involved in their self-chosen play. Staff promote children's independence through different ways. Children move around the playroom at ease, choosing who and what they want to play with. They are learning to do things for themselves. Staff know the children well and understand their needs effectively. Younger children especially benefit from the calm and caring environment staff provide. Children develop good social skills and relate well to the people around them. They consider each others' feelings and play cooperatively together. Children learn about keeping themselves safe. They enjoy exercise every day. Staff encourage children to follow good hygiene procedures. There are positive links with children's future schools. Staff help children to be aware of the changes in preparation for moving on.

Outcomes for children are good

All children make good progress, given their starting points. Children are motivated and have a positive attitude to learning. They learn important skills for school, such as how to solve problems and to try again if they do not succeed. Children become self-assured communicators. They eagerly join in with activities and gain confidence in their speech and expressing their views. Children are developing good early literacy and mathematical skills. They are learning to write their names and recognise numbers, and enjoy looking at books.

Setting details

Unique reference number	EY263357
Local authority	Leicestershire
Inspection number	848452
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	36
Name of registered person	Fiona Elizabeth Spencer
Registered person unique reference number	RP513726
Date of previous inspection	17 March 2011
Telephone number	07926023857

Hopscotch Pre-School was registered in 2003. The pre-school opens Monday to Friday, during term time only. Sessions times on Monday and Tuesday are from 9am until 3pm, and on Wednesday to Friday are from 9.15am until 12.45pm. There are seven members of staff. Of these, three hold an early years qualification at level 2, 3 or 4. The provider has a foundation degree in child and youth studies. The pre-school provides funded early years education for two-, three- and four-year-old children. They support children who speak English as an additional language.

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