

Hop, Skip and Jump Pre-School @ Christchurch Sumner Road

Sumner Road, Croydon, Surrey, CR0 3LJ



Inspection date

20 May 2016

Previous inspection date

14 May 2013

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

Summary of key findings for parents

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

- Children's behaviour is not well supported. Staff do not always make their expectations clear or manage children's behaviour consistently.
- Management does not ensure that all adults working with the children have a good understanding of the policies and procedures.
- The quality of teaching is inconsistent. Staff do not always interact with children well enough during activities and daily routines to help them make good progress in their learning. Staff miss opportunities to extend children's language development.
- Staff do not make the best use of the time available for children to play. At times, children are left waiting too long and become bored.

It has the following strengths

- Overall, children are happy and enjoy their time at the pre-school. Staff are welcoming and caring towards the children, so they are settled and develop self-confidence.
- Partnerships with parents are successful. Parents speak highly about the staff and the care that children receive. Parents feel well informed and are fully involved in contributing towards their children's ongoing progress.
- Staff provide a warm and welcoming environment. Children are able to access a variety of play experiences that interest them.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ ensure children's behaviour is managed in a positive and consistent way	18/06/2016
■ ensure all adults working with the children have an up-to-date knowledge of the policies and procedures	18/06/2016
■ raise the quality of teaching to a consistently good level so all children receive sufficient challenge to help them make good progress in their learning and development.	30/06/2016

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

- improve the organisation of the daily routine, to reduce the amount of time that children have to wait, without being occupied, when they are moving between activities
- improve the effectiveness of self-evaluation to identify and address all areas for improvement.

Inspection activities

- The inspector spoke to the manager, staff and volunteer at appropriate times throughout the inspection.
- The inspector engaged with the children at appropriate times during the inspection.
- The inspector observed staff interaction with children during indoor and outdoor play, as well as during snack and hygiene routines.
- The inspector engaged in a joint observation with the manager.
- The inspector sampled various documents, including risk assessments, the self-evaluation form, and a range of policies and procedures.

Inspector

Becky Phillips

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff update their safeguarding knowledge regularly, such as through appropriate training. However, management does not ensure that all adults working with the children have a good knowledge of the policies and procedures. Management has ambitions to raise the quality of the setting and support staff to develop their practice, although this is not embedded. In addition, management has not used evaluation effectively to identify all areas for improvement. The manager and staff monitor children's development, highlighting areas where children need extra support. They implement strategies to close any gaps in learning, working closely with parents and other professionals.

Quality of teaching, learning and assessment requires improvement

Staff know children well and identify their individual interests and next steps in learning through observation and assessment. Staff support children to make steady progress and to develop some skills required for starting school. Some staff engage children effectively in enjoyable and exciting activities. For example, children enjoyed washing their 'babies' in the water tray. However, the quality of teaching is variable across the staff team. Staff do not always use learning opportunities well enough to challenge children's thinking and extend their communication skills. Partnerships with parents are secure. Staff share children's progress with parents, involving them in their children's learning, such as through parents' meetings, information evenings, outings and coffee mornings.

Personal development, behaviour and welfare require improvement

Some staff do not manage children's behaviour consistently well. At times, changes in daily routines and activities are not organised effectively. Some staff do not make their expectations clear to children; they often give instructions without explaining why. Children wait for long periods, become disengaged, and occasionally their behaviour deteriorates. Nevertheless, a strong key-person system supports children's emotional well-being effectively. Children are confident and eager to talk about what they are doing. Children enjoy healthy snacks and plenty of opportunities for fresh air and exercise. The organisation of trips, for example, expands children's involvement in the wider community.

Outcomes for children require improvement

Children develop some skills that prepare them for their next stage of learning. They are confident and articulate their feelings well. Children develop their numeracy and literacy skills. They know the letters of the alphabet, form recognisable letters, and some children write their own name. Children have opportunities to become independent. For example, they are encouraged to put on their own coats and shoes, and to manage fastenings.

Setting details

Unique reference number	402933
Local authority	Croydon
Inspection number	1028591
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	27
Name of registered person	Folly's End Fellowship Trust
Registered person unique reference number	RP910164
Date of previous inspection	14 May 2013
Telephone number	07748107766

Hop, Skip and Jump Pre-school @ Christchurch registered in September 2001. The pre-school operates in West Croydon, in the London Borough of Croydon. It opens Monday to Friday from 9.15am to 12.15pm during school term time. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are five members of staff, four of whom have a level 3 childcare qualification and the Head of the pre-school who has a level 4 qualification in childcare.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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