

# Hopscotch Day Nursery

School Road, Kelvedon Hatch, Essex, CM15 0DH



## Inspection date

2 August 2017

Previous inspection date

6 January 2017

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

- Since the last inspection, the acting manager and staff have worked hard to develop their skills and raise the quality of provision. Staff assess children's development and use this information to plan activities which interest children and extend their learning.
- Staff have created an outdoor environment which is exciting and stimulating for children. Children demonstrate high levels of involvement in a wide range of activities, such as picking blackberries and creating muddy puddles to jump in. Consequently, children's understanding of the world is very well supported.
- Children are inquisitive and enjoy exploring the natural environment. They imaginatively use a variety of resources to embed learning and develop new skills. All children make good progress from their starting points and thoroughly enjoy learning.
- The acting manager uses her experience and knowledge to evaluate the overall quality of the nursery. She has high expectations of staff and guides them through good-quality support so that outcomes for children continually improve.
- Staff have strong relationships with each other and they work well as a team. They are good role models for the children and are calm and sensitive to their needs. This supports children to behave well and promotes their emotional well-being.

### It is not yet outstanding because:

- At times, information sharing in the toddler room is not sufficient to fully support all children when their key person is absent.
- Staff have not found innovative ways to gather detailed information from all parents about what their children know and can do on entry to the nursery.

## What the setting needs to do to improve further

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

- enhance the effective key-person system already in place and improve information sharing so that the needs of all children are clearly understood when their key person is absent
- gather more detailed information from parents about what their children already know and can do when they start at the nursery.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the acting nursery manager.
- The inspector held a meeting with the acting nursery manager. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Jemma Hudson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Effective recruitment and induction procedures check that staff are suitable and understand their role. The qualified staff are suitably trained and have a thorough understanding of the nursery's safeguarding policy. They are aware of the designated person within the nursery and know who to make a referral to if they are concerned about a child's welfare. This contributes to keeping children safe. The acting manager carries out regular supervision meetings with staff and all staff attend regular team meetings. This helps to ensure that staff continue to understand their roles and responsibilities. Effective partnerships with parents and other professionals help to provide a consistent approach to children's care and learning.

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

Staff demonstrate a good understanding of how children learn and develop. They carefully plan the environment to provide children with a broad range of activities that builds on their interests. Staff get down to the children's level and interact purposefully as they play alongside each other. They engage children in meaningful conversations and skilfully ask questions to build on what they already know. This supports children's communication skills. Children develop their mathematical understanding effectively. For example, they practise counting and recognising numbers while playing games in small groups. All children are acquiring the skills needed for their next stage of learning.

### Personal development, behaviour and welfare are good

Children are confident and happy. They develop strong attachments to the staff caring for them and build secure friendships with their peers. Consequently, their emotional well-being is very well supported. Children have good opportunities to learn about the importance of healthy lifestyles. Snacks are nutritious and children enjoy this social time when they can sit and chat with staff and friends. They enjoy exploring new fruits, such as pineapple and coconut. Children are able to follow routines well. They know about handwashing before meals and are as independent as possible, according to their stage of development. Children enjoy fresh air and exercise as they go outside on a regular basis. This helps to promote their physical health and well-being effectively.

### Outcomes for children are good

All children make good progress and develop key skills that will help them continue to learn at school. For example, they are able to sit and concentrate on the activities they do and are confident in expressing their needs and thoughts. Children are curious and enthusiastic learners who show a lively interest in new experiences.

## Setting details

<b>Unique reference number</b>	EY248665
<b>Local authority</b>	Essex
<b>Inspection number</b>	1082769
<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, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	35
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Hopscotch Day Nursery (Essex) Limited
<b>Registered person unique reference number</b>	RP521261
<b>Date of previous inspection</b>	6 January 2017
<b>Telephone number</b>	01277 372826

Hopscotch Day Nursery registered in 2003. The nursery employs 11 members of childcare staff. Of these, two hold an appropriate early years qualification at level 4, six at level 3 and one at level 2. The acting manager holds early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm.

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