

Hopscotch Tuel Lane Ltd

Community Room, Tuel Lane, Sowerby Bridge, West Yorkshire, HX6 2ND



Inspection date 13 March 2018
Previous inspection date 17 June 2014

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

- The provider and the manager are committed to providing the best service they can for children. They use the contributions from staff and parents to develop a detailed plan to help ensure the pre-school's continued sustainability and quality.
- Children soon settle and build trusting relationships with staff who are warm, responsive and interact fully with them. Staff are kind, they support children's behaviour positively and successfully help them understand what is expected of them. Children's behaviour is good and their emotional well-being is effectively supported.
- Children's communication and language development is well supported. Staff skilfully introduce new words to help extend young children's vocabulary and successfully develop their confidence in speaking.
- Partnerships with parents are strong. Parents contribute towards initial assessments of their children's learning when they first start at pre-school. Staff work effectively with parents to meet children's individual care and learning needs. Parents are confident and happy with the care and support that staff show to their children. They are pleased with the progress their children make.

It is not yet outstanding because:

- Staff do not consistently model and encourage children's independent drawing and writing skills.
- Professional development and training opportunities are not precisely focused on developing teaching practice to help raise children's understanding of addition and subtraction to the highest level.

What the setting needs to do to improve further

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

- provide more opportunities for children to draw and practise their early writing skills during their independent play
- focus professional development and training more precisely to help raise the quality of teaching even further and extend children's understanding of simple mathematical calculation.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector sampled a range of documentation, including children's records and evidence of the suitability of staff working in the pre-school.
- The inspector completed a joint observation with the manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Kate Banfield

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are trained in safeguarding and understand what to do if they are concerned about a child's welfare or the behaviour of a colleague. Recruitment and induction procedures are robust and make certain that staff are qualified and suitable for their role. The manager implements good induction procedures and provides regular coaching and support as she works alongside the team. In addition, regular team meetings effectively help staff to understand their role, overall. The manager monitors children's progress to enable her to identify any gaps in their learning. Staff work in close partnership with the local school and agencies to support individual children. This effectively helps to ensure a joined up approach to children's learning and care.

Quality of teaching, learning and assessment is good

Staff make accurate assessments of children's learning and provide activities and experiences that support their interests. Staff use stories well to help children build their understanding of insects. Children predict the sequence of familiar stories. They pay attention and listen with interest as staff use good expression and questioning to support their understanding. Staff skilfully help children to make comparisons between dragon flies and butterflies, and identify the differences. Staff encourage children's memory recall as they sing familiar songs with enthusiasm. Children confidently and accurately identify the actions that come next.

Personal development, behaviour and welfare are good

Staff provide a good range of age-appropriate activities. Children's growing independence is encouraged. For example, at snack time staff encourage and support children to prepare their own food confidently. Staff understand the importance of teaching children to be independent in their personal care. They work with parents to achieve toilet training and promote good hygiene routines that children follow. Staff skilfully help children develop their physical skills of balance and coordination. Children have lots of fun as they skilfully manoeuvre themselves around on small bikes and energetically use bouncy toys that demonstrate their body strength and persistence. Staff encourage children to run and play chasing games together that leave them breathless and energised. This helps to support children's good health and develop their physical skills.

Outcomes for children are good

Children are active and motivated learners. All children make typical or better progress in their learning, including those who receive extra funding. Young children concentrate as they lay tracks for their trains. They take particular care to connect the magnets, demonstrating their physical skills and understanding of how things work. Children identify the different colours as they use paint. Older children share resources well as they develop their imagination and pretend to cook stew. Children display a positive attitude to their learning and are developing the skills they need for the future, including starting school.

Setting details

Unique reference number	EY296922
Local authority	Calderdale
Inspection number	1087955
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	2 - 11
Total number of places	12
Number of children on roll	25
Name of registered person	Hopscotch Tuel Lane Ltd
Registered person unique reference number	RP525141
Date of previous inspection	17 June 2014
Telephone number	01422 316227

Hopscotch Tuel Lane Ltd registered in 2005. The pre-school employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, 7.45am until 5.45pm, term time only. The setting provides funded early education for two-, three- and four-year-old children.

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