

# Hopscotch Kids Club

Yeadon Westfield Infant School, Westfield Grove, Yeadon, Leeds, LS19 7NQ



## Inspection date

30 April 2018

Previous inspection date

16 December 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Not applicable	

## Summary of key findings for parents

### This provision is good

- The effective key-person system and partnerships with parents ensure that staff have a good knowledge of each child. Staff keep parents well informed about their children's experiences and achievements in the club.
- Children are extremely independent in the environment. For example, children independently access their own resources, prepare their own snacks and are encouraged to initiate their own play and learning exceptionally well. Staff offer support, guidance and reassurance, when required.
- Parents, children and staff are fully involved in the evaluation process, through questionnaires, discussions and observations of children's play. This enables the manager to keep a sharp focus on all aspects of the club.
- Staff effectively promote children's understanding of the world and about diversity. For example, staff talk about and provide activities to help children to learn about celebrations and festivals in other areas of the world.

### It is not yet outstanding because:

- The monitoring and supervision procedures for staff are not yet focused fully on raising the quality of their practice to an even higher level.
- Staff do not make best use of opportunities to increase the information gathered from school to promote even better consistency in children's learning and development.

## What the setting needs to do to improve further

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

- strengthen the process for monitoring staff's performance and focus more precisely on raising the quality of teaching to an even higher level
- enhance information gathering from the host school about individual children's learning that fully supports a consistent approach to their development.

### Inspection activities

- The inspector spoke with staff and children throughout the inspection at appropriate times. She discussed the club's self-evaluation and the impact this has on the club.
- The inspector viewed documentation, for example, first-aid certificates, public liability insurance, policies and procedures, and the suitability checks of staff and committee members.
- The inspector viewed all areas of the premises used by children. She observed the quality of interactions during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector took account of the verbal and written views of parents on the day of inspection.

### Inspector

Kerry Holder

## Inspection findings

### **Effectiveness of the leadership and management is good**

Arrangements for safeguarding are effective. Comprehensive policies for safeguarding children are fully understood and implemented by staff. Staff receive regular training in safeguarding and are knowledgeable of the procedures to follow in the event of a concern about a child. Clear procedures ensure that all staff are suitable and have a very good understanding of their roles and duties. As a result, children are well protected in the club. The manager holds regular supervision sessions with staff and daily discussions to help them to feel valued. The deployment of staff is good and adult-to-child ratios are met at all times. Parents are informed on the same day of any incident, as required, and a record of accidents and incidents is maintained. Parents feel that staff are friendly and approachable.

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

Children are highly motivated and play with enthusiasm. For example, they role play and dress up as their favourite fairytale characters. Staff observe children as they play and plan activities around children's interests. This helps to motivate children to learn. Staff are attentive and skilful in supporting children's play. For instance, they skilfully explain the benefits of playing appropriately and safely, which contributes towards children's understanding of appropriate behaviour. There is a strong focus on helping all children to acquire communication and language skills. For example, staff skilfully talk to children during their play and extend their language. They encourage children to think, solve problems and relay information in their own words. Children have plenty of opportunities to be creative and express their thoughts and feelings. Staff introduce mathematical language to children through everyday play. For example, they regularly count and discuss colour in games.

### **Personal development, behaviour and welfare are good**

Children enter the club eagerly and with confidence. They build secure attachments with staff caring for them, which helps to ensure children's emotional well-being. Staff talk to children about their day and explain the activities on offer for the session ahead. They create a learning environment that encourages children's interests and enables them to make choices in their learning. Staff promote good relationships between children of all ages in the club. Children show a good understanding of appropriate hygiene routines as they automatically wash their hands before their snacks. Staff talk to children about the benefits of healthy eating and snack times are social events. Children are encouraged to try new foods each week. For example, they try different coloured plums or corn produce in various forms, such as cornflakes and sweetcorn. This helps to expand children's knowledge of food varieties. Children make full use of the outdoor play areas. They demonstrate a good attitude to being out in the fresh air and exercise.

## Setting details

<b>Unique reference number</b>	EY373027
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1065167
<b>Type of provision</b>	Out of school 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>	3 - 11
<b>Total number of places</b>	50
<b>Number of children on roll</b>	98
<b>Name of registered person</b>	Hopscotch Kids Club Ltd
<b>Registered person unique reference number</b>	RP907084
<b>Date of previous inspection</b>	16 December 2013
<b>Telephone number</b>	07947 600494

Hopscotch Kids Club registered in 2008. The club employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or above, including the manager who holds an appropriate qualification at level 5. The club opens from Monday to Friday during term time. Sessions are from 7.30am until 9am and from 3pm until 6pm. During non term-time the club opens depending on the demand from parents.

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