

Hoppers Pre-School And Out Of School Club

Bolster Moor Chapel, Bolster Moor Road, Golcar, Huddersfield HD7 4JU



Inspection date

1 October 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

The provision is good

- Managers and staff are dedicated. They provide a very well-resourced environment and experiences that help children to learn. They accurately evaluate the quality of the setting and use the views of the parents and staff to constantly develop the quality of the experiences they provide for the children.
- Partnerships with local schools are highly effective. Managers and staff work closely with teachers to develop joint assessment systems. This helps to ensure that evaluations of children's progress are accurate and supports a shared approach to help children achieve the best they can.
- Children develop positive relationships with sensitive staff. Children behave well. Staff effectively support children to develop their sharing and turn-taking skills and promote consistent rules and boundaries. Children make good progress.
- Staff build trusting relationships with parents and keep them informed about their children's learning and daily experiences. Parents report that they feel, 'Valued' by the staff and that they, 'Appreciate staff's friendly, kind and reassuring manner'. Parents report that their children are very safe and secure in the care of staff.
- Staff support children's mathematical learning well. They provide interesting activities to successfully develop older children's recognition of number symbols and encourage them to practise writing numbers. Younger children count bears and dinosaurs correctly and identify how many are big and how many are small.

It is not yet outstanding because:

- Supervision of staff is well embedded. However, managers are not consistent in their approach to help identify ways to enhance staff practice to an outstanding level.
- Sometimes, organised routine activities interrupt children's concentration and do not effectively further develop their independence skills.

What the setting needs to do to improve further

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

- strengthen the supervision of staff to help raise the quality of practice to an outstanding level
- enhance routines to help all children focus their concentration and develop their independence skills.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke with children and staff at appropriate times during the inspection.
- The inspector completed a joint observation with the manager and discussed the nursery's self-evaluation.
- The inspector held meetings with the manager and assistant manager. She checked policies and procedures, staff qualifications, accidents, complaints, risk assessments and evidence of the suitability of staff.

Inspector

Kate Banfield

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of child protection issues and know what to do should they be concerned about a child's welfare or the behaviour of a colleague. The management team uses robust procedures to recruit new staff. They provide induction, regular supervision sessions and training to help all staff understand their role. Relationships between the highly qualified staff are warm and professional, and they operate very well as a team. The manager supports staff to continue their training and build on their professional qualifications. Staff use effective systems to minimise any risks, including when transporting children in the minibus and walking them to and from school. Staff supervise children well and all are first-aid trained. In addition, the manager accurately records any accidents or injuries that occur and analyses these to help prevent any reoccurrence. The manager understands what incidents she must report to Ofsted. Managers monitor groups of children's development and identify any gaps in their learning. Managers use very effective partnerships with other professionals to help ensure that children catch up quickly.

Quality of teaching, learning and assessment is good

Staff display enjoyment and enthusiasm in their work with children. Children explore the dinosaurs and imaginatively 'roar'. Staff skilfully teach young children the names of the dinosaurs as they encourage them to find the Tyrannosaurus Rex. Staff extend children's learning further as they encourage them to match dinosaurs and classify them in different groups. Staff teach children a wide range of nursery rhymes and stories. Young children are motivated in their learning as they sing and join in the actions with enthusiasm. Older children join in story telling as they accurately identify the sequence of familiar stories. This helps to develop their memory, language and literacy skills. Babies show delight as they explore. Staff use effective communication to support and extend babies' growing language skills.

Personal development, behaviour and welfare are good

Children's emotional well-being is strong. Staff tailor children's entry into the setting, through the setting and on to school very well. Older children are very motivated and confidently approach visitors to ask questions. Staff encourage children's physical development effectively. Older children challenge their physical capabilities as they ride wheeled toys down the slope at speed. They negotiate obstacles and each other well and come to a controlled stop. Babies crawl and take their first steps supported by sensitive staff who celebrate their achievement and share in their pleasure. Staff help children to appreciate the countryside on their many trips around the local area. Staff teach children good hygiene routines and provide them with healthy meals.

Outcomes for children are good

Older children play imaginatively with their friends as they use puppets to act out roles from their favourite stories. Older babies listen attentively and accurately name the animals that they see on their regular trips to the farm. All children demonstrate the attitudes and dispositions for successful learning. Children are well prepared for the next stage in their education, including starting school.

Setting details

Unique reference number	EY538404
Local authority	Kirklees
Inspection number	10076913
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 11
Total number of places	48
Number of children on roll	169
Name of registered person	De'Barkham, Alison Louise
Registered person unique reference number	RP514634
Date of previous inspection	Not applicable
Telephone number	07838389702

Hoppers Pre-School And Out Of School Club registered in 2016. The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 and above, including three who hold level 6 qualifications. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

