

Hopscotch Montessori

Gospel Hall, Beadles Lane, Oxted RH8 9JJ



Inspection date	15 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

- Staff create a welcoming and nurturing indoor environment to help children learn. They support children's emotional well-being very well. Children behave well and they have a close relationship with staff who help them to feel settled and secure. They develop a strong sense of belonging.
- Children who have special educational needs and/or disabilities are extremely well supported. Their needs are quickly identified so that additional support and advice is effectively implemented. This helps to ensure that all children make progress according to their individual abilities.
- Partnerships with external agencies and other providers are strong. Staff effectively share information about children's care and learning. This contributes to ensuring that there is a continuous approach to meeting children's specific needs.
- Parents are very complimentary about the setting and the attention that the staff provide to their children. They say that their children's confidence and language skills have increased since coming to the setting. Staff speak to parents daily to help keep them informed about their children's progress.
- The well-qualified provider who is also the manager is very ambitious. She values parents and staff's views about the setting and implements their ideas. She has a clear vision about how to continually make improvements to benefit children's learning.

It is not yet outstanding because:

- At times, staff intervene too soon when children are thinking about how to answer questions they have asked.
- Occasionally, staff do not maximise outdoor teaching opportunities to extend children's learning further, particularly for those who prefer learning outdoors.

What the setting needs to do to improve further

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

- provide children with an even greater level of challenge during activities, such as outdoor play to further extend their ongoing learning
- offer children time to process questions and allow them to think about their own thoughts and ideas in response to these.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a meeting with the manager. She spoke with staff and children at appropriate times.
- The inspector looked at samples of children's records. She also looked at evidence of the suitability of staff working with the children.
- The inspector spoke to parents and took account of their views.

Inspector

Maura Pigram

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff are secure in their knowledge about how to keep children safe. They know who to contact if they are concerned about children's welfare. The manager follows secure recruitment procedures. They complete detailed risk assessments to help ensure a safe environment. The manager has regular discussions with staff and holds supervision meetings to discuss their work and to ensure that they continue to be suitable for their roles. The manager ensures that continuous training to benefit children's learning is provided to staff. For example, a focus on how children learn has developed staff's knowledge about how to use different forms of communication. This has led to an increase in children's confidence to express their needs, including children who speak English as an additional language. The manager is very aware of staff's needs and their key children's development. Together, they observe and check children's progress. They identify any gaps in children's learning and development, and swiftly address these.

Quality of teaching, learning and assessment is good

Staff know children well. They offer a good balance between planned activities and those children choose for themselves. For example, children enjoy dancing and singing to popular nursery rhymes and songs which are led by the staff. This helps to support children's self-esteem and younger children's emerging language skills. Children are effectively supported as they play. For instance, staff use sign language and words used in their home languages. This helps children who speak English as an additional language to make connections in their learning. Since registration, the manager and her staff have constantly reviewed teaching strategies to support children's learning. For instance, the development of a popular play area has had a positive impact on helping to increase children's imaginative play.

Personal development, behaviour and welfare are good

Staff are very attentive to children's needs. They work closely with parents to ensure that they know as much as possible about children's needs before they start. They know children's dietary needs well and staff encourage children to develop healthy eating habits. Children are helped to follow good hygiene practices. Staff provide them with opportunities to practise their physical skills. For instance, they enjoy exploring sensory materials, dancing and playing running games. Children understand how to keep themselves and others safe. For example, they know to give each other space when they take part in popular activities, such as dancing to music.

Outcomes for children are good

All children successfully gain the skills they need to move on to the next stage of their learning or school. They play well together and sing with enthusiasm. Children enjoy sharing books and borrowing these to read at home. Some children attempt to write their names and they know how to use tools, such as scissors. Children know how to count each other and items during their play. They are developing independence in their personal care skills and find their own coats in preparation for going home.

Setting details

Unique reference number	EY546712
Local authority	Surrey
Inspection number	10081191
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	22
Number of children on roll	12
Name of registered person	Little Hummingbirds Daycare Limited
Registered person unique reference number	RP546711
Date of previous inspection	Not applicable
Telephone number	07954023827

Hopscotch Montessori nursery registered in 2017. The nursery employs six members of staff of these, three staff hold an appropriate early years qualification at level 3. The provider holds an early years qualification at level 6. The nursery opens five days a week during school term times. Sessions are Monday to Friday 9.15am to 3.30pm. The nursery is in receipt of funding for the provision of early education provides funded early education sessions for children aged two, three and four years.

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