

Hopscotch Pre-school

St. Francis Community Centre, Sycamore Road, Bournville, BIRMINGHAM
B30 2AA



Inspection date	14 May 2019
Previous inspection date	14 November 2014

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

This provision is good

- The manager and practitioner team are passionate about their roles. They place a strong focus on improving the quality of the provision and outcomes for children. They have regular meetings to review and reflect on all aspects of practice to further develop the provision to benefit children.
- The team are well qualified, experienced and very good role models to children. Together, they use their good knowledge of how young children learn and develop to promote good outcomes. Children are happy and benefit from the broad range of stimulating and challenging play and learning experiences.
- Practitioners recognise the uniqueness of each child in their care and hold high expectations of all children. They know the children well and understand each child's characteristics, their starting points and ongoing developmental needs. Children are happy and successfully develop a strong sense of security and trusting relationships with practitioners, which supports their emotional well-being.
- Partnerships with parents, local schools and other professionals work well. These thorough, effective partnerships make a strong contribution to meeting children's specific needs. Individual programmes of support are implemented very effectively to make sure children receive support that is closely matched to their specific needs.
- Children's health and physical development is promoted successfully. There is a strong focus on promoting positive attitudes to healthy eating, good hygiene and being active. The team use the knowledge gained from following a national healthy eating programme to support children's understanding of a healthy lifestyle even further.
- Occasionally, the organisation of group times and noise levels impact negatively on children's ability to listen and focus their attention fully.
- Although practice is strong throughout the pre-school, there is not enough focus on professional development to raise the quality of teaching to an exemplary level.

What the setting needs to do to improve further

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

- consider the organisation of group-time activities to fully support children, particularly regarding their listening and attention skills
- sharpen the focus for the professional development of practitioners to enhance the already good teaching and practice even further.

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 practitioners and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the provider, who is also the manager.
- The inspector held a meeting with the provider. She looked at relevant documentation and reviewed evidence of the suitability of practitioners.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Jacqueline Nation

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and practitioner team have a thorough understanding of child protection issues. They demonstrate their good knowledge of the possible indicators of abuse and neglect, and of the procedures to follow in the event of a concern about a child's welfare. Practitioners are all vetted to ensure they are suitable for their roles and they update their skills through training. Good attention is given to keeping children safe. Practitioners are vigilant and supervise children well. They talk to children about keeping themselves safe as they play and use equipment. Parents comment very positively about how well practitioners work with them and other professionals to meet children's specific needs. Parents say the pre-school is inclusive and has made such a difference to their children and the progress they make. Parents are kept well informed about how their children are progressing and how they can further support their learning at home.

Quality of teaching, learning and assessment is good

Practitioners regularly observe and accurately assess the progress of each child. Practitioners use a good range of teaching strategies to help children learn. They have a high level of interaction with children. Practitioners ask questions and model language well. Practitioners and children use Makaton signing during activities and routines. Staff do this to ensure all children are fully included. Younger children are encouraged to use their 'wiggly' fingers while counting. Children check the growth of the cress seeds they have planted and talk about what they need to make them grow. Children immerse themselves in activities they enjoy. The play dough table is very popular as children roll, cut and manipulate dough. They like magnetic puzzle boards, pretend to cook food in the role-play area and build models with bricks. Children speak to visitors about what they like doing. They are spontaneous and say, 'I love this day at Hopscotch'.

Personal development, behaviour and welfare are good

The atmosphere in the pre-school is very nurturing and positive. The well-established key-person system helps children form secure attachments and promotes their well-being. Children are confident, behave well, share and use good manners. Practitioners are enthusiastic and fully committed to their roles. They make sure the environment is stimulating, welcoming and well organised. Children wash their hands before eating and enjoy toast and fresh fruit at snack time. Children say that milk is good for you. Older children confidently climb and jump off the caterpillar toy in the room and younger children build confidence in crawling through it. All children love to run around on the grass outside, and older children delight in playing a game of tag with their friends.

Outcomes for children are good

Children make good progress in their learning. They develop important skills to help prepare them for their next phase in learning, including their eventual move to school. Children learn about numbers, counting, position and size. Older children recognise and practise writing their names. Younger children like to sing action songs, make marks and learn to count. Children learn about the world around them and the needs of others. All children become independent in managing their personal care needs.

Setting details

Unique reference number	EY218161
Local authority	Birmingham
Inspection number	10059841
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	25
Number of children on roll	43
Name of registered person	Gardner, Melanie Jane
Registered person unique reference number	RP905420
Date of previous inspection	14 November 2014
Telephone number	07810 743 421

Hopscotch Pre-School registered in 1997. It operates from St Francis Community Centre in Bournville, Birmingham. The pre-school is open from 9.30am until 2.30pm, during school term. The pre-school employs four members of childcare staff. All staff hold appropriate early years qualifications between level 3 and level 7. The pre-school provides funded early education for two-, three- and four-year-old children.

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