

Inspection of Hopscotch Botley

Hopscotch Day Nursery, Church Lane, Curdridge, SOUTHAMPTON SO32 2DR

Inspection date: 18 September 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and clearly feel safe at the nursery. They develop positive relationships with each other and benefit from the care and attention that staff give to them. Children's emotional needs are well met and, overall, they are learning to respect and value each other. For example, older children encourage the younger children to play with them when they are all in the garden together, which has a positive impact on children's self-confidence and social development. Children with additional needs are supported effectively, and the strategies used to offer intervention work very well. Children's communication and language are successfully supported by staff. The staff model language well, as they sing, read stories and speak clearly to the children.

Children are motivated and enthusiastic learners who enjoy the activities provided. For instance, children under two enjoy sensory play as they pop bubbles and excitedly explore water. Children concentrate and enjoy the routines and activities on offer. However, children's mathematical development is not as fully supported as other areas. Staff support children's understanding of the world well, as children are involved in growing and harvesting vegetables from the garden. In addition, toddlers learn about the care needed for the nursery's pet guinea pigs. All staff know their key children well and work closely with parents to consider children's next steps in learning.

What does the early years setting do well and what does it need to do better?

- The nursery environment is safe and welcoming. Children have access to a variety of toys and resources that offer interest and promote their ongoing development. Children form strong bonds with the caring staff, who adapt the nursery themes throughout the activities they provide. For example, children enjoy the topic of 'superheroes' and at the inspection, staff supported children to make masks and dress up as heroes.
- Children's personal development, including their well-being and independence, is carefully supported by staff. Staff offer good security to the children. For instance, those who are visiting the nursery for the first time settle remarkably well, due to the care given. Children are learning to recognise when they need to use the toilet, and regular reminders help those who are developing this skill. Older children are confident in health routines. They understand and complete tasks such as washing their hands and blowing their own noses without prompting.
- Staff support children's physical development effectively. For instance, in the pre-school rooms, children negotiate speed and obstacles as they confidently ride on scooters and wheeled toys. Staff give gentle reminders to ensure children wear safety helmets when using this equipment. However, staff do not

make the most of opportunities that arise during children's play to extend their mathematical skills.

- Staff have a good understanding of how children are developing and are aware of how activities can support their ongoing learning. However, the teaching and organisation in the toddler room are not as securely embedded as the other rooms at the nursery. Despite this, staff recognise when children may need additional support and meet their individual needs well. For example, some children who find it difficult to manage their behaviour are given sensory toys to help them manage their own feelings.
- Partnerships with parents are strong. Parents comment that they are happy with the communication and the level of progress their children have made since starting the nursery. They comment that they value the parents' evenings and daily handovers from staff, which help them to understand what sort of day their children have had. Staff support children well when it is time for them to move on to their next stage in learning.
- Leaders have a clear vision and provide good-quality care and education. They ensure staff feel supported and offer a variety of training opportunities for them to extend their knowledge and professional skills. For instance, some staff continue to complete higher levels of childcare qualifications. Staff benefit from a range of team meetings and supervisions. These help them to keep abreast of changes in the curriculum and reduce their workload.

Safeguarding

The arrangements for safeguarding are effective.

Staff provide a safe environment and risk assess the areas used by the children purposefully. Strong recruitment procedures, induction and appraisals are in place to ensure that all staff working with children are safe to do so. There are clear procedures to protect children's welfare, such as ensuring passwords are taken for family members who collect the children less frequently. Leaders ensure staff working with the children regularly refresh their knowledge of child protection. Consequently, staff have a good understanding of the signs and indicators that a child may be at risk of harm.

What does the setting need to do to improve?

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

- support staff in the toddler room to develop a wider range of teaching strategies to ensure transitions throughout the day are smooth and enhance the quality of teaching to a higher level
- develop staff knowledge and understanding of how to extend children's early interest in mathematical language and concepts further.

Setting details

Unique reference number	EY409191
Local authority	Hampshire
Inspection number	10108751
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	0 to 4
Total number of places	100
Number of children on roll	164
Name of registered person	Hopscotch Day Nurseries (Botley) Ltd
Registered person unique reference number	RP529716
Telephone number	01489798605
Date of previous inspection	9 September 2014

Information about this early years setting

Hopscotch Day Nursery Botley registered in 2010 and is one of five privately run nurseries owned by Hopscotch Day Nurseries Botley Ltd. The nursery is located in the Curdridge area of Botley, in Hampshire. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. The provider receives funding for the provision of free early education for children aged two, three and four years. There are 53 staff employed to work with the children, the majority of whom hold a relevant childcare qualification or are working toward a qualification.

Information about this inspection

Inspectors

Tracy Bartholomew
Anneliese Fox-Jones

Inspection activities

- The inspectors undertook a learning walk and carried out two joint observations with the manager of the nursery.
- All areas of the nursery were observed by the inspectors.
- The inspectors held discussion with the staff, management team and parents as appropriate throughout the inspection.
- The inspectors engaged with children during the inspection.
- The inspectors discussed and reviewed evidence of staff suitability and training.

We carried out this inspection 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.

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