

Inspection of Hopscotch Preschool

Barns Road, FERNDOWN, Dorset BH22 8XH

Inspection date: 20 November 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 very happy and settle well at this welcoming and very inclusive pre-school. Managers and staff focus on the needs of the whole family to ensure that each child is fully included and feels valued. There is a strong focus throughout the pre-school on children's personal, social and emotional development and their speech and language skills. All staff use simple sign language and pictorial signs, along with conversation. This helps children to communicate their needs, understand routines and share their preferences. For example, staff in the baby room help to prepare children for a nappy change by showing them a picture and explaining what is going to happen next.

Play areas are bright, welcoming, safe and secure. Staff work hard to provide an environment that motivates children to join in and explore. Children can make choices in how and where they prefer to play, increasing their independence. The outdoor areas provide equally as many learning experiences as the indoor classrooms, meaning that children who prefer to learn outdoors can do so. Staff gain a good understanding of children's learning needs through their effective engagement with parents and from their own observations. Most staff use this information well to provide activities that support children's development needs and help them make good progress.

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

- Managers have high aspirations for the pre-school. They frequently reflect on their practice to help them identify and make improvements. They challenge what they do, and often introduce new ideas based on research and training to ensure that they are providing what is best for the children. Overall, the quality of teaching is good and children make good progress. However, occasionally, staff fail to capture children's interest in activities or provide consistent high-quality interactions in order to ensure all children are challenged and make as much progress as possible.
- Specific narrative and nurture-group sessions led by experienced staff help to ensure that children are able to start to understand and share their feelings, and express themselves. As a result, children understand rules and boundaries, develop strong friendships and are confident to communicate with others. For example, children in the Rainbow room talk about and name their friends, and children in the Sunshine room are able to work together to solve problems as they construct with bricks.
- Key-person arrangements are good and help children to feel safe and secure. Staff meet with parents before children start at the pre-school to gain as much information about their child as possible. This helps to ensure children's individual needs are fully understood and respected from day one. This

relationship continues as staff regularly meet with parents to share information about the activities children are involved in and the progress they are making.

- Very good partnerships are formed with other professionals working with children and families. This enables all those working with children to provide consistent care and meet children's individual needs. Support for children with special educational needs and/or disabilities is strong.
- Parents are exceptionally appreciative of how well the pre-school includes them in children's experiences and how they are supported as a family. They report that their children really enjoy attending. They feel fully involved in their children's learning and receive excellent support to help them to extend children's development at home. For example, they regularly borrow books from the pre-school to share with children at home to build on their interest in books and language and literacy skills.
- Children show pride in the pre-school and their local community. They learn to respect their environment, such as taking part in activities in the nature garden that help them learn how to protect heathland areas. Staff extend their learning about the wider world through inviting educational groups into the setting. For example, children handle unusual animals when they are brought in to visit the pre-school.
- Older children are increasingly independent as they manage their personal care needs. They start to recognise letters and sounds as they use their name cards to self-register, helping to prepare them well for the next stage in their learning, such as school.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a thorough understanding of child protection policies and procedures. They are aware of possible indicators that may suggest a child may be at risk of harm, and understand their individual role in dealing with any concerns. Children's safety and welfare are prioritised by staff and managers. Arrangements for staffing ensure that children are always supervised by staff who are qualified and experienced and understand their needs. Policies and procedures are clear, well understood and followed diligently by all staff due to effective induction, supervision and appraisal arrangements. Records are accurate to support children's welfare and stored appropriately to ensure confidentiality is maintained.

What does the setting need to do to improve?

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

- provide further coaching and support for staff to further improve the quality of teaching to a consistently high level.

Setting details

Unique reference number	EY481518
Local authority	Dorset
Inspection number	10131009
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	1 to 4
Total number of places	59
Number of children on roll	113
Name of registered person	Hopscotch Preschool CIC
Registered person unique reference number	RP533980
Telephone number	01202879759
Date of previous inspection	30 June 2016

Information about this early years setting

Hopscotch Preschool registered in 2014. It operates from a community building in a residential area of Ferndown in Dorset. It is open each weekday from 8am to 6pm all year around. The pre-school employs 19 members of staff. The manager holds a foundation degree in early years, one member of staff holds a level 4 qualification, 10 staff are qualified to level 3 and one member of staff is qualified to level 2. There are six members of staff who are currently working towards gaining level 2 or level 3 qualifications. The pre-school receives funding for the provision of free early education to children aged two, three and four years.

Information about this inspection

Inspector

Samantha Powis

Inspection activities

- The inspector completed a learning walk with the deputy manager to discuss the learning intentions of the setting.
- The inspector met with the manager and deputy manager to discuss leadership and management of the setting, and spoke with staff about their understanding of their roles and responsibilities.
- The inspector completed joint observations with the manager and discussed the quality of teaching.
- The inspector spoke with parents and took into account their views and experiences of the setting.
- The inspector observed activities in all areas of the nursery and tracked the experiences of several children. The inspector talked to children and staff to capture their views.

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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