

# Inspection of Hopscotch Nursery

209 Portland Road, Hove, East Sussex BN3 5JA

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Inspection date: 2 September 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

All children are very warmly welcomed into this inclusive nursery. Children thrive in the carefully organised and stimulating environment. Children from diverse backgrounds and with very different needs, play and learn together exceptionally well. They choose their own play from the motivating activities. For example, babies laugh with delight as they explore the feeling of flour and water dripping through their fingers. They share play with staff and have reassuring cuddles when needed. Children demonstrate remarkable confidence and ability for their ages. For example, older children show huge curiosity and fascination as they learn about bees and how to make honey. They concentrate extremely well and show good understanding of complex ideas. Children look at, and discuss at length, bee-keeping items, such as the bee-keepers hat. They remember facts and learn new words, such as 'migrate'.

Children's exemplary behaviour shows that they feel safe and secure. They follow the respectful behaviour modelled by staff and are extremely kind and considerate of others. They quickly develop independence skills. For example, even the youngest children help each other to find the toys they need. Older children negotiate positively to develop their role play and tell each other when it's time to tidy up.

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

- Children learn to respect and understand the similarities and differences between people. This is a core value running strongly through the whole nursery. For example, wall mirrors in every area help babies to discover themselves and older children to compare eye colours with their friends. Staff use children's current interest in the Paralympics to teach them about disabilities. In a link to this learning, children listened carefully to a story about real superheroes. They answered questions to help them think about people who help us.
- Staff are extremely successful in supporting children to recognise and control their feelings. For example, children discuss what makes them happy or sad as they make masks of happy and sad bears. Staff encourage toddlers to look carefully at faces to help them recognise expressions and understand the feelings of others.
- Children have a superb understanding of the rules and routines in the nursery. They constantly demonstrate excellent social skills. They share, take turns and praise their friends' achievements enthusiastically. Children listen very carefully to staff and consistently follow instructions. However, at times, the frequent movement between play areas prevents toddlers from fully developing their play and learning.

- Staff recognise the individual learning needs of children very well. The experienced special needs coordinator plans with parents effective interventions for any child who needs extra support. She uses the advice of other professionals, such as the physiotherapist or the sensory needs team. Children with special educational needs/and or disabilities make very good progress.
- The manager and staff have established a logical curriculum. It shows clear progression through the age groups and helps children to enjoy learning and make progress. For example, toddlers develop shoulder muscles needed later for writing, as they use brooms to sweep up. Older children strengthen their fingers in a range of ways, such as rolling dough or exercise. They learn to write their names. However, the management team does not focus sharply enough on all staff's professional development in order to help raise the quality of the provision to the highest level.
- Staff in every room successfully support children's developing language and listening skills. They use clear speech, expressive story reading, rhymes and songs. Toddlers enjoy the responsibility of choosing songs and rhymes using props. Older children make links with previous learning and use their imagination as they act out stories. They develop the literacy skills needed for school.
- The dedicated manager passionately supports the emotional well-being of staff and children. During the COVID-19 (coronavirus) pandemic, she paid particular attention to this. For example, she extended her own knowledge of mental health issues, kept in constant touch with staff and provided access to counselling if needed. Staff have clear roles and responsibilities. They thoroughly enjoy their work and feel well supported. This helps to provide the extremely nurturing and happy learning environment for the children.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a good knowledge of what would be a safeguarding concern and understand the procedures to follow. The manager is experienced and works closely with outside agencies to support families. She uses the support of the staff at Hopscotch head office to follow comprehensive recruitment procedures. These include background checks and a thorough induction process to ensure that children are cared for by suitable adults. The premises are well maintained and secure.

## **What does the setting need to do to improve?**

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

- improve staff's teaching skills and knowledge to help to ensure that teaching is of a consistently high standard
- review and reduce the number of changes of room for toddlers during the day in

order to help give them time to fully develop their play and learning.

## Setting details

<b>Unique reference number</b>	EY455746
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	10128629
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	92
<b>Number of children on roll</b>	167
<b>Name of registered person</b>	ACPH Limited
<b>Registered person unique reference number</b>	RP532126
<b>Telephone number</b>	01273 277 001
<b>Date of previous inspection</b>	2 July 2015

## Information about this early years setting

Hopscotch Nursery registered in 2012. It is managed by ACPH Limited. It is located in Hove, East Sussex. The nursery receives funding for the provision of free early education for children aged two, three and four years old. The setting employs 25 staff, of whom 17 hold childcare qualifications, including one who has qualified teacher status.

## Information about this inspection

### Inspector

Sue Suleyman

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in the evaluation of the provider.
- The inspector observed the quality of teaching in all rooms and assessed the impact of this on the children's learning.
- The manager and inspector completed a learning walk around the setting and discussed how the curriculum is organised.
- A joint observation of staff's practice was carried out by the inspector and manager.
- The inspector spoke with some parents, children, managers and staff and took their views into account.

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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