

# Inspection of Hopscotch Nursery

50 Steyning Avenue, Peacehaven, East Sussex BN10 8HN

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Inspection date: 30 August 2022

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

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

### **The provision is outstanding**

Children thrive at this welcoming and nurturing setting. They are happy, safe and secure. Children learn how to be successful in the next stage of their education. They clearly understand and follow established routines, such as finding and putting on their shoes. Children's behaviour is exemplary. They move around the setting in an orderly way, understanding how to keep safe. For example, they know to hold the banister as they move up and down the stairs. Children are skilled at helping each other and working as a team. For example, children support their friends in finding items in the 'magic song bag'. This helps children to develop empathy and social skills. Children are extremely confident at expressing their ideas and opinions. Staff listen carefully to their views and use these when planning the nursery environment. For instance, staff took account of children's preferences for cars when planning a mark-making activity using foam.

Children form strong attachments to staff and are keen to show them their achievements and approach them for comfort. Children respond well to the high expectations that staff have of what they can achieve. They persevere when they find something challenging. For example, when threading beads, children do not give up, even if this is hard for them. Children feel pride when staff explain how proud they are of them for persevering.

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

- Staff have an excellent understanding of what each child knows and needs to learn next. They use this information to plan activities carefully to help children achieve the next steps in their learning. Where staff identify gaps in learning, they seek the advice and support of external professionals and implement the activities suggested. This helps children to make exceptional progress.
- Parents are delighted with the nursery and can find no faults. They are highly appreciative of the detailed and regular communication they have with staff. Parents are confident that their children are safe and secure. They say that their children make excellent progress and are prepared for the next stage of their education. Parents and staff regularly discuss what activities children enjoy and these are built into the experiences provided. For example, children love to make tea at home, so staff provided a range of scented tea bags for children to make tea and hold tea parties with their friends. This helped to support their social and sensory skills, such as sharing and turn-taking.
- Staff teach children how to keep themselves safe. For example, children learn how to stay safe in the sun, such as wearing hats and using sun cream. They know how to use a knife safely as they cut fruit for snack. This helps children to understand how to manage risk safely.
- Children are exceptionally confident in discussing their prior experiences,

demonstrating that excellent learning has taken place. They talk about being 'dinosaur experts'. They confidently identify and name dinosaurs that are plant eaters and those that eat meat. Children explain how dinosaurs used their tails as a weapon.

- The manager and her deputies are particularly reflective. They have a clear action plan in place to address the identified needs of children. For example, it was noted that children's communication and language skills were not as strong since the return following the COVID-19 lockdowns. A systematic and thorough plan has been implemented to address this. For example, babies are encouraged to name simple items, using animal masks as they sing 'Old MacDonald Had a Farm'. Staff are excellent role models, supporting toddlers to create simple phrases using clear pronunciation. Older children speak clearly and confidently, engaging staff in conversation. They use a wide vocabulary and follow two-step instructions.
- Leaders provide exceptional professional development opportunities to staff to ensure consistently excellent practice. They observe and meet with staff regularly and use this information to plan training sessions. They model good practice to staff and identify targeted training for staff to attend, including visiting other settings within the company to observe outstanding practice. This supports staff to implement exemplary practice.
- Children have excellent opportunities to build on their physical skills as they move through the nursery. Babies learn to pull themselves upright and cruise. This supports young children to walk with confidence and independence. Children excitedly pour sand and water into different containers. Older children paint, discovering that two colours mixed together make a new colour. Outside, children skilfully use the age-appropriate ride-on toys, bicycles and climbing equipment. This provides excellent support for their gross-motor skills.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and all staff undertake regular safeguarding training and this helps to ensure that their knowledge is up to date. Staff have a strong understanding of the signs and symptoms that may suggest a child is at risk of harm, including those of radicalisation and county lines. They know who to inform if they have concerns about a child's safety or welfare and to whom they should go for further support or advice. There are robust procedures in place should an allegation be made against the manager or other member of staff. There are appropriate risk assessments in place and these are regularly reviewed to ensure that children are safe as they play and learn.

## Setting details

<b>Unique reference number</b>	EY455751
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10228760
<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>	60
<b>Number of children on roll</b>	115
<b>Name of registered person</b>	ACPH Limited
<b>Registered person unique reference number</b>	RP532126
<b>Telephone number</b>	01273 584 250
<b>Date of previous inspection</b>	4 October 2016

## Information about this early years setting

Hopscotch Nursery re-registered in 2012. It operates in Peacehaven, East Sussex. It is open between 8am and 5.30pm each weekday, all year round. The setting employs 15 staff, three of whom hold appropriate early years qualifications at level 6, seven at level 3 and two at level 2. The setting receives government funding for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Jill Thewlis

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the nursery.
- The manager took the inspector on a learning walk and tour of the premises. Leaders explained the purpose behind the learning opportunities provided for the children.
- The inspector held discussions with the manager about staff training and viewed documents relating to the suitability of staff to work with children.
- The manager and the inspector undertook joint observations and discussed the learning that took place. Interactions between staff and children were observed by the inspector, both inside and out.
- At appropriate times during the day, the inspector spoke to parents and children about their experiences in the nursery.

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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