

Inspection of Hopscotch Day Nursery

16 Avenue Road, Belmont, Sutton, Surrey SM2 6JD

Inspection date: 6 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children happily arrive and confidently wave goodbye to their parents. There is a calm atmosphere at this very welcoming setting. Staff are kind and attentive to children's needs, and children benefit from plenty of cuddles and warm interactions. For instance, staff rock children in their arms and sing to them when they become tired.

Children are very sociable, enjoy each other's company and have animated conversations with each other. They know the routines of the setting and follow staff's instructions. For example, they line up and wait patiently before going back to their classroom.

Children are confident and feel safe and secure at this setting. Staff regularly praise and celebrate their achievements. For instance, staff tell children, 'Give yourselves a pat on the back,' after circle time. This helps to build their self-esteem and sense of pride.

Staff engage with children well as they play with a range of resources. This helps children to have a positive attitude towards learning. They are curious and motivated to learn at this setting. Babies say, 'Brum, brum,' and roll cars backwards and forwards as they engage in imaginative play. Toddlers learn about sharing as they take turns with equipment in the garden. Children focus and show excitement about what will happen next during phonics sessions.

Children behave very well. Staff remind children of their expectations, and behaviour management techniques are effective. For example, staff and children talk about circle time rules together. When children struggle in their interactions with each other, staff are fair and consistent in their approach and help children learn about the impact of their actions on others. As a result, children begin to learn how to manage their own behaviour.

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

- Leaders and staff base their balanced and progressive curriculum on the skills and knowledge they want children to gain. They gather detailed information from parents and use observations to find out their starting points. When planning activities, staff place high priority on including children's interests. They use regular assessment effectively to identify what children need to learn next. Therefore, children make good progress in their learning.
- Generally, staff provide opportunities to help promote children's communication and language skills. Babies laugh and babble as they play peekaboo, toddlers join in with rhymes and children listen attentively to stories read by staff.

However, sometimes, staff do not make the most of interactions to further promote children's early communication and language skills. For instance, there are occasions when staff ask children closed questions.

- Children with additional needs receive high levels of support. The special educational needs coordinator and key workers work closely with parents and other agencies to find out about children's needs. They implement specialist programmes and access training to support children's learning and development. As a result, children make good progress from their starting points.
- The manager uses additional funding very well. She provides resources for children in receipt of early years pupil premium funding and has had specialist training to develop their personal, social and emotional skills. For example, she has purchased resources that help children manage their emotions and learn how to build relationships with others.
- Children develop very strong self-help and independence skills. Staff use a variety of opportunities to encourage children to do things for themselves, and children are keen to do things for themselves. Babies persevere as staff help them dress themselves, toddlers use rakes to clear up leaves outside and children brush their teeth after lunch.
- Staff help children learn about their families and backgrounds. There are family displays in each room and each child has an 'All about me book' that they can read. This helps build children's self-esteem and confidence. For instance, babies show enthusiasm as they recognise and point to their family pictures.
- Staff ask parents to share key words used at home in different languages to support children's language development. This helps children feel included and welcome. Children learn about a variety of festivals celebrated in the wider community, including Pride and Autism Awareness Week, to help prepare them for life in modern Britain.
- Partnerships with parents are positive. Parents say that their children's needs are met with 'care, attention and dedication' and talk about the personal connection they have with staff there. Staff share information about children's learning with parents regularly and parents also have the opportunity to contribute their ideas.
- The manager places a strong priority on improvement. She provides staff with regular training opportunities and monitors and observes their practice. Staff say that they are well supported and feel that they can approach their manager at any time for help and support.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of safeguarding practice. The manager keeps their knowledge of safeguarding and child protection up to date through regular training. Staff know who the designated safeguarding officers are in the nursery and are clear about what they would do if they had concerns about children in their care. Adults help children learn about how to keep themselves safe during circle times. For example, children learn about road safety and stranger danger in these sessions.

What does the setting need to do to improve?

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

- support the staff team to make the most of their interactions with children, to progress their communication and language skills further.

Setting details

Unique reference number	EY362191
Local authority	Sutton
Inspection number	10235142
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 at time of inspection	0 to 3
Total number of places	44
Number of children on roll	32
Name of registered person	Abreu, Marie Theocharous
Registered person unique reference number	RP904276
Telephone number	02087 700761
Date of previous inspection	7 December 2016

Information about this early years setting

Hopscotch Day Nursery re-registered to new ownership in 2007. It is located in Belmont, in the London Borough of Sutton. The setting is open Monday to Friday, 8am to 6pm, all year round. The provider receives funding for the provision of free early education for children aged two, three and four years. There are nine staff currently employed, of whom seven hold relevant early years qualifications from level 2 to level 6.

Information about this inspection

Inspector

Jacquie Brown

Inspection activities

- This was the first routine inspection the provider 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 their evaluation of the provider.
- The inspector conducted a learning walk with the manager to discuss how the curriculum is planned and what opportunities are available for children.
- A joint observation of an activity was carried out with the manager, and the impact of this on children's learning and development was evaluated.
- The children, staff and some parents spoke with the inspector. Parents provided written feedback, so the inspector took their views into consideration.
- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector sampled a range of documentation, including staff's first-aid certificates and evidence of staff's suitability.

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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