

# Inspection of Hopscotch Day Nursery

98 Wellsway, BATH, Avon BA2 4SD

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Inspection date:

8 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 are happy in this friendly nursery. They are eager to enter the nursery and are pleased to see the welcoming staff. They confidently approach visitors and involve them in their play. This demonstrates that children feel secure, safe and at home in the familiar surroundings. Children know the behaviour that is expected of them, and they behave well. They learn to speak respectfully to each other, take turns and be kind to their friends. Children know the expected routines as they remove their shoes and coats and hang up their bags. They confidently move around, choosing where and what they want to play with. Children have a positive attitude to their learning and excitedly engage in the wide variety of activities available to them.

Very young children thoroughly enjoy exploring glue and paint. They investigate as they drip glue onto paper and develop their small-muscle skills as they use glue spreaders to draw shapes on the paper. Outdoors, older children have fun running, jumping and learning to pedal on bicycles. Children's independence is encouraged. For example, young children stand on small steps to reach the tap to wash their hands.

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

- The managers and staff implement a curriculum that is exciting and promotes children's interests. Staff provide opportunities for children to be curious and explore. For example, children use a torch in an enclosed area to discover shapes and lights.
- The nursery is open plan and on one level. Managers explain that this enables all staff and children to get to know each other well. There is a buddy key-person system in place, which enables staff to share information with each other effectively. This helps to ensure children always receive consistent and targeted support.
- Managers place a focus on supporting children's communication and language skills. Staff provide lots of opportunities for children to enjoy singing, listening to stories and exploring their emotions. They encourage children, as they play, to talk about what they are doing. However, sometimes, interactions with children are not fully effective. For example, on occasion, questions are often rapid and closed.
- Staff provide information to parents verbally, electronically and through parents' meetings. Parents are pleased to receive ideas to further support their child's learning at home and speak extremely highly of the nursery.
- Staff use a nursery minibus to take children on outings, visiting the local environment. Children explore and enjoy a very wide range of activities, including attending gym sessions, horse riding and tennis. These opportunities

are available to all children, giving them the chance to experience an activity they may not normally have access to.

- Overall, staff support children's early mathematical skills well. They encourage children to use mathematical language, such as 'full' and 'empty', as they fill cups with water and use these to fill a large container.
- Staff offer praise, encouragement and reassurance as children play, and they provide gentle reminders about taking turns and sharing. Any slight disputes are managed well. Staff get down to the children's level and talk calmly as they reinforce turn-taking with their friends.
- Staff use electronic tablets to record observations and identify progress. They ensure children do not see advertisements by turning the screen over. However, they have not considered how to share messages with children about keeping themselves safe online.
- Leaders have high expectations for every child, including children with special educational needs and/or disabilities. They work well with parents and external agencies and use their recommendations and strategies to provide effective support for each child.
- The managers are knowledgeable and passionate about the nursery. They value all staff and carry out supervisions and observations to help them improve their practice.
- Staff access training to enhance their knowledge and further support children's learning. They share their excitement to attend future training that will focus on supporting children's self-regulation and how this will help them improve their practice.
- Staff morale is high. They work well as a team and speak respectfully to each other. These positive interactions help children to learn about how to interact with their peers.

## Safeguarding

The arrangements for safeguarding are effective.

The managers ensure that all staff attend regular training to keep their safeguarding knowledge up to date. Staff have a secure understanding of how to keep children safe from harm and abuse. They know the signs that might lead them to be concerned and how to report these concerns. Staff are confident with the whistle-blowing policy and procedures for reporting allegations. Regular risk assessments of the nursery environment and outings help to keep children safe and secure. The managers have good systems for staff recruitment and monitoring staff's ongoing suitability to work with children.

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

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

- develop how staff support children's communication and language skills further through consistently high-quality interactions alongside children's play
- explore how to share messages with children about keeping themselves safe online.

## Setting details

<b>Unique reference number</b>	EY359727
<b>Local authority</b>	Bath and North East Somerset Council
<b>Inspection number</b>	10233125
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Hopscotch (Bath) Limited
<b>Registered person unique reference number</b>	RP535416
<b>Telephone number</b>	01225 448 191
<b>Date of previous inspection</b>	9 November 2016

## Information about this early years setting

Hopscotch Day Nursery registered in 2007. It operates in a ground-floor hall in Bath. The nursery is open from Monday to Thursday from 7.30am to 6pm, and on Friday from 7.30am to 4pm, all year round, except for public holidays. The nursery employs 12 members of staff. Of these, 11 staff hold appropriate early years qualifications. One member of staff is qualified at level 6, nine at level 3, and one at level 2. Funded early years education is provided for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Lin Harvey

## 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 managers and has taken that into account in their evaluation of the provider.
- The inspector and the manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of the nursery documents. This included evidence of staff suitability and training.
- A meeting was held between the inspector and the nursery managers.
- One joint observation was carried out by the inspector and the manager.

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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