

Inspection of Hopscotch Day Nursery Gosport

Hopscotch Day Nursery, The Guard House, Mumby Road, GOSPORT, Hampshire
PO12 1NY

Inspection date: 26 October 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's individual needs are not met. Staff spend most of their time supervising the children and not engaging in meaningful interactions. The environment is disorderly and chaotic. Frequently, learning that takes place is mostly incidental. The recently introduced curriculum is not fully understood by the staff. They know children well but do not plan activities to capture their interests or stages of development. Staff fail to understand teaching of early literacy skills. For example, children are shown a picture of a cow and staff try to introduce the capital letter 'C'. However, children do not understand this concept. They engage more when they talk about their own experiences of seeing a cow.

Children with special educational needs and/or disabilities (SEND) are not adequately supported to help them make progress in relation to their starting points. Children's behaviour sometimes deteriorates. For example, during an activity some children were seen climbing onto a table and while waiting for lunch, some children were observed to hit their peers. This behaviour is not always managed effectively by the staff team.

Nevertheless, the outdoor area enables children to develop their physical skills, such as riding on trikes. They also learn to assess risks as they balance on the climbing frame. Children have opportunities to develop their communication and language skills. For example, they listen to stories, sing familiar songs and join in with the actions.

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

- The management team observe nursery practice and carry out individual supervision meetings. However, these procedures have not helped to raise the quality of the provision. As a result, they do not offer an ambitious educational programme that is child centred. Not all staff understand what children already know and can do. This does not provide children with a good level of challenge in their play. At times, staff do not identify and respond to children who do not engage in activities. This does not enable them to make the best possible progress.
- Some children do not demonstrate a positive attitude to learning. Occasionally, children spend too much time waiting. This has an impact on behaviour, and they become bored. For example, at lunchtime, children, particularly those in the baby and toddler rooms waited for a long time for their lunch. While younger children took part in an extended singing time, older children's frustrations began to show. Staff did not have the skills to manage the behaviour in a positive way. The situation escalated, resulting in some children becoming physically aggressive.

- The management team identify children with SEND and those who may require additional support. They seek advice from outside agencies. However, they do not ensure that the staff team have the skills to support children with SEND. As a result, children with SEND do not always receive the help they need. Targeted strategies are not swiftly put into practice. This has an impact on the amount of progress children with SEND make.
- Staff do not consistently promote good hygiene practice across the nursery. For example, older children are not always encouraged to wash their hands before mealtimes. Younger children wash their hands in shared water. Then they feed themselves using their fingers. In addition, children are not reminded to put their hands over their mouths when they cough or sneeze. They have runny noses, which are not cleaned promptly to ensure their comfort and well-being.
- The nursery has a complaints policy in place. However, this has not been followed by the management team. The provider does not keep an accurate record of all complaints and their outcomes. As a result, concerns are not always addressed and continue to affect the quality of care provided to the children. This does not inform improvements.
- Overall, parents are happy with the care their children receive. They say staff are friendly and tell them about their child's day. Parents report that they receive good handovers. However, they comment that staff do not have the training to support children with SEND. They also state that they do not always know the staff members who open the door to them.
- The management team have developed partnerships with local schools to support children's transitions. As a result, they find out the local arrangements and are able to share this information with parents.
- The staff comment that they receive good support from the management team, who understand their workload and look to reduce any burdens on them. This helps to contribute towards staff well-being.

Safeguarding

The arrangements for safeguarding are effective.

The management team fully understand their roles and responsibilities to safeguard children's welfare. They ensure that all staff complete safeguarding training and know what to do if they are concerned about a child's welfare. Staff are well deployed. They work well as a team to supervise children. Safer recruitment procedures and ongoing checks help to ensure that all staff remain suitable to work with children. The majority of staff hold paediatric first-aid qualifications. They are aware of the procedures to follow if a child has an accident or chokes at mealtimes. This helps to keep children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all staff understand the planned learning intentions, including appropriate challenge, to build on what children already know and can do, particularly for those with SEND	09/11/2022
ensure staff receive support and coaching to manage children's challenging behaviour in an appropriate way	09/11/2022
maintain a written log of complaints, including how complaints have been fully investigated, and ensure that these records are available	09/11/2022
ensure that good hygiene practices are consistently embedded, to promote the good health of all children attending.	09/11/2022

Setting details

Unique reference number	EY303839
Local authority	Hampshire
Inspection number	10258136
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 5
Total number of places	88
Number of children on roll	131
Name of registered person	Hopscotch Day Nurseries (Gosport) Ltd
Registered person unique reference number	RP525166
Telephone number	02392 521456
Date of previous inspection	27 September 2017

Information about this early years setting

Hopscotch Gosport registered in 2005. It is situated in The Guard House, close to Gosport town centre in Hampshire. The nursery is open each weekday, from 7.30am to 6.30pm, for 51 weeks of the year. The nursery is in receipt of early education funding for children aged two, three and four years. The owner employs 26 members of staff to work with the children. Of these, 20 hold relevant early years qualifications.

Information about this inspection

Inspectors

Lindsay Osman
Kelli Wiseman

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspectors during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The special educational needs coordinator spoke to the inspectors about how they support children with SEND.
- The inspectors spoke to several parents during the inspection and took account of 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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