

# Inspection of Hopscotch Day Nursery

Bodriggy Street, Hayle, Cornwall TR27 4ND

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Inspection date: 20 January 2023

<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 happily arrive at the nursery and are excited to see their friends. Caring staff take time to get to know children and their families. Parents and carers are very happy with the support their children receive. Children establish good relationships with staff and show that they feel safe and emotionally secure in their care. Children behave well and show kindness and respect to one another.

Staff deliver a suitably challenging curriculum that supports all children, including those with special educational needs and/or disabilities (SEND). The owner acts with integrity in using the funding the nursery receives and goes beyond this to provide more support to those children that need it the most. Staff are positive role models and praise children for their efforts and achievements. They are keen for children to enjoy their time at the nursery. All children make good progress relative to their starting points.

The large outdoor area provides children with many exciting experiences and activities. Older children enjoy the opportunity to make lots of noise and different musical notes, as they use a range of tools to tap and scrape the hanging pots and pans. Younger children are engrossed in 'painting' the wooden shed and fence using brushes with water.

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

- Staff work well together to create a nurturing environment for children to enjoy and feel settled in. They provide a range of resources for children to use and provide good support to individual children. However, some group activities for pre-school children are too long, and as a result, some children do not remain fully engaged and interested in their learning.
- The owner and manager meet with staff to talk about nursery practice. However, they do not ensure issues identified about staff's workload are consistently dealt with appropriately and quickly. For example, the current methods of observation and assessment is overly burdensome. It is not always helpful in determining what children know, understand and can do.
- Recent staff changes have had an adverse impact on the nursery's quality of leadership and management. The owner has experienced difficulties in recruiting staff to meet her high expectations. She strives to provide good support and care for her staff. However, there is not sufficient monitoring of staff's practice to identify areas for improvement and target inconsistencies in teaching.
- Children's physical health is promoted well. Staff plan many activities inside and out. Toddlers enjoy riding on tricycles and show good skill in negotiating their way around. Older children excitedly run around, finding stones to add to the pile of 'treasure'.

- The owner has introduced changes to some nursery practice and has listened to parents' feedback. Most parents support the adjustments to the routines. For example, some comment positively about the provision of cooked lunches for their children. All parents speak highly of the staff's devotion in teaching and caring for their children.
- Children with SEND receive very good support. Staff use speech with gestures, symbols and images to encourage communication and understanding with children. Staff work closely with other professionals and parents to talk about the best ways to adapt the curriculum to meet children's specific needs.
- Staff take account of children's interests and comments made by parents to guide their curriculum. For example, staff teach children about not going anywhere with someone that they do not know. Children learn who they can trust if they need help and what they should do to keep themselves safe. This helps to build children's confidence and self-esteem.
- Children's communication and language is supported well. Staff regularly read story books and children enjoy singing songs and rhymes. Children talk about their likes and what is important to them. Older children benefit from time in smaller groups and are supported well to improve their listening and attention skills.
- Children have lots of opportunities to be independent. For example, pre-school children serve their own snack and pour their own drinks. They tidy up when they have finished eating. Younger children are confident to select resources and choose where to play.

## Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure understanding of how to recognise possible signs that a child may be at risk of harm. They have completed training and fully understand their responsibilities. Staff know the procedure for recording and reporting concerns about a child or the conduct of an adult working with children. They are confident to implement this if necessary. The owner contacts other professionals for guidance and acts promptly on all safeguarding matters. Staff complete thorough risk assessments and report their concerns to management. Robust recruitment procedures are in place. Staff teach children to play safely with resources and how to keep themselves and others safe.

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

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

- review the organisation of large group activities in the pre-school room, to support all children to remain fully engaged and interested in their learning
- continue to review the current methods of observations and assessment to

ensure it is not overly burdensome and is more helpful in determining what children know, understand and can do

- consider ways to increase the monitoring of staff's practice to identify areas for improvement and target inconsistencies in teaching.

## Setting details

<b>Unique reference number</b>	EY365165
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10271446
<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>	0 to 5
<b>Total number of places</b>	85
<b>Number of children on roll</b>	112
<b>Name of registered person</b>	Hopscotch Day Nursery Ltd
<b>Registered person unique reference number</b>	RP910948
<b>Telephone number</b>	01736 755600
<b>Date of previous inspection</b>	31 August 2017

## Information about this early years setting

Hopscotch Day Nursery registered in 2007. The nursery employs 18 members of childcare staff. Of these, 16 hold an appropriate qualification at levels 2, 3, 5 or 6. The nursery opens from 7.45am to 6pm each weekday and operates all year round, with the exception of bank holidays. The nursery receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Linda Williamson

## 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 inspector completed a learning walk with the manager and discussed how they organise the provision and curriculum intent.
- The inspector and manager completed a joint observation of teaching activities to review the quality of education.
- The inspector looked at a range of documents including some relating to the suitability of those working with children.
- The inspector spoke to parents and looked at written feedback provided to get their views about the setting.
- The inspector spoke to staff and children at appropriate times.
- The inspector observed the quality of education being provided both indoors and outdoors and assessed the impact that this was having on children's learning.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.

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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