

# Inspection of Hopscotch Corner

Greetland Methodist Church, Rochdale Road, Greetland, HALIFAX, West Yorkshire  
HX4 8JG

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Inspection date: 23 February 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**

Hopscotch Corner is a pre-school and out-of-school club that is at the heart of the local community and highly valued by families. Children develop a strong sense of community. They enjoy writing shopping lists and visits to the local shops with staff to buy ingredients for baking. Children learn about others who are less fortunate than themselves. They collect food for the local food bank and help to raise funds for the local hospice. Children are happy and settled in this welcoming, homely and inclusive setting.

Staff ensure that children enjoy plenty of time to explore and develop their ideas. Overall, they have high expectations of children. Children are active and enthusiastic learners. They count accurately as they line wooden bricks on the wall with equal space between them. Children gently tap the bricks and delight in watching them fall down. They talk excitedly about knocking them down 'like dominoes'. Children show good concentration and resilience and persist until they succeed.

Children feel safe and learn how to keep themselves safe during outings. They follow instructions, develop safety awareness and confidently state, 'stop, look and listen', before crossing the road. Older children help younger children to build detailed models. All children show kindness to others, are happy to share and take turns. They are polite and display good manners. Children's behaviour is excellent.

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

- Staff focus strongly on supporting children's language skills. They encourage children to talk during group time. Children delight in standing in front of their friends to tell them about the interesting items they have brought from home. They talk fluently about the striped cat toy they won for knocking down the skittles when bowling, the swimming certificate they received for good swimming and the spotty dog with round eyes. Children listen attentively.
- Children learn about the importance of developing healthy lifestyles. They are physically active and develop balance, coordination and body control. Children thoroughly enjoy visits to the local woods with staff. They are curious as they explore nature. However, staff do not consistently build on children's existing understanding to extend their knowledge further.
- Staff promote children's literacy skills well. They read stories expressively, adapt their voice to help focus children's listening and leave gaps for children to join in. Children thoroughly enjoy stories such as 'The Gruffalo' and 'The Gruffalo's Child'. They enjoy making characters using sticks and string, which they use to act out the stories. Children develop impressive memory skills as they recall familiar stories.

- Staff are dedicated to meeting children's individual needs. They are swift to identify any developmental concerns in children. Staff work closely with parents and other professionals to provide a shared approach to children's learning. Leaders put clear strategies in place to ensure that children with medical needs are well supported and kept safe. Staff are trained to care for children's specific medical needs. Children's dietary requirements are catered for especially well.
- Children are highly independent and manage their self-help skills incredibly well. They put on their own boots, hats and waterproof suits when getting ready to go on outings to the woods. They show persistence in trying to fasten the zips on their clothing. Staff provide just the right amount of support to help children succeed. Children also pour their own water from jugs throughout the day and serve their own food from dishes at lunchtime.
- Parents speak very positively about the pre-school and out-of-school club. They value the regular outings that their children experience. Parents are kept informed about their children's learning and development through discussions at the start and end of the day, through online learning journals and through monthly written reports. Parents comment that 'staff are kind, very nurturing and genuinely care about the children and their well-being.'
- Leaders enrich children's understanding of people who work in the community. They invite midwives, fire officers, dentists and police officers to help children to understand their roles. Children know what happens at the dentist, why caring for teeth is important, the impact that sugar has on their teeth and how to clean their teeth. Partnerships with the local schools are very strong.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff are registered with the Disclosure and Barring Service to keep their suitability updated. Staff understand their roles and the process to follow should they have concerns about the welfare of a child or the behaviour of a colleague. Staff continue to develop their safeguarding knowledge through regular updates. They are vigilant and teach children how to manage risks safely. All staff hold paediatric first-aid qualifications. This helps them to deal with any injuries or accidents appropriately and swiftly. Staff are also trained to administer prescribed medication for children with medical conditions. Staff ensure that the building is secure to prevent any unauthorised access.

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

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

- strengthen teaching to build on children's existing knowledge and learning further, particularly in their understanding of the world.

## Setting details

<b>Unique reference number</b>	EY408536
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10265265
<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>	2 to 11
<b>Total number of places</b>	25
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Hopscotch Corner Out of School Club Partnership
<b>Registered person unique reference number</b>	RP529685
<b>Telephone number</b>	07889182356
<b>Date of previous inspection</b>	31 May 2017

## Information about this early years setting

Hopscotch Corner registered in 2010 and is located in Halifax. The pre-school and out-of-school club employs eight members of childcare staff. Of these, all staff hold appropriate early years qualifications at level 2 or above, including one with a level 6 qualification, one with a level 5 qualification and four with level 3 qualifications. The setting opens all year round, Monday to Friday, except for five weeks during the school holidays. It opens from 7.30am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Angela Sugden

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the leader and has taken that into account in their evaluation of the setting.
- The setting's leader and the inspector completed a learning walk together. She told the inspector about her intentions for children's learning and how the curriculum is planned and sequenced for the different groups of children.
- The inspector carried out a joint observation with the setting's leader. They discussed teaching and the impact on children's learning.
- Parents told the inspector, through discussion and written feedback, how their children's learning is supported, how staff keep them informed and how their children are kept safe. The inspector also considered written feedback from the local headteacher.
- The setting's leader, manager, staff and children spoke to the inspector during the inspection.
- The inspector made observations throughout the inspection of children's experiences, indoors and outdoors, and assessed the impact on their learning.
- The settings' leader discussed her self-evaluation and plans for the setting. She showed the inspector relevant documentation and evidence of the suitability of staff.

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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