

Inspection of Hopscotch Preschool

Barns Road, FERNDOWN, Dorset BH22 8XH

Inspection date: 6 March 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are extremely happy and settled. Babies enjoy a nurturing environment in which they form loving attachments with staff. Children of all ages benefit from safe and secure play areas in which they choose and lead their own play freely. They form close and trusting relationships with the dedicated staff who take care to get to know their individual needs and routines to meet these consistently.

Staff's management of children's behaviour is exemplary. They provide clear expectations, very good example and manage issues consistently and calmly. Staff provide resources to support children's individual challenges, such as introducing picture prompts to help them manage time and change. Children behave very well and develop good social skills.

Staff provide a broad and interesting curriculum to help all children, including those with special educational needs and/or disabilities (SEND), make good progress. This includes enriching activities to extend children's experiences, such as forest-school sessions, especially for those who otherwise have limited access to outdoor play. Younger children cuddle up to read books with staff and investigate activity toys. Older children play with many materials to create and use their imaginations, such as making pretend food in the mud kitchens and role-play areas.

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

- The quality of teaching is good. Staff adapt activities to meet children's developmental needs and provide challenges to build on their learning, such as teaching children about quantity and size to enhance their mathematical knowledge. Staff help children to gain self-confidence, independence and the skills they need to support their move to school.
- Staff monitor and assess children's progress well from the start in partnership with parents. They know the children well. They are clear on what they intend them to learn next and plan activities linked to children's interests to support their progress in these areas.
- Staff encourage children's communication and language skills well overall. For example, they respond to babies' babbles, model language clearly with toddlers and instigate discussions with older children. They help children to learn new words to build their vocabulary. However, on occasion, staff do not allow children time or opportunity to think and answer their questions.
- Children are curious and interested to learn. For example, babies enjoy exploring sensory toys and materials. Older children enjoy retelling stories and finding numbers in the natural environment. All children develop good physical skills. Toddlers and older children ride wheeled toys outside, run, climb and use tools to create and develop their hand muscles. Babies develop their walking skills

safely in their play spaces.

- The provision for children with SEND is excellent. The special educational needs coordinator and staff all work closely with parents and other professionals to include and meet each child's individual needs and enable them to make the progress they are capable of. This includes helping parents to obtain additional support and funding for their children, and staff undertaking specific training to meet children's medical and learning needs.
- Staff maintain clean environments for children. They encourage healthy eating and teach children the importance of good dental care to support healthy lifestyles. However, on occasion, staff do not support all aspects of children's personal hygiene well. When children have colds, staff do not clean them consistently, and do not help older children to learn how to manage this hygienically for themselves.
- Parents share very positive views of the setting. They state there is an ethos of support running through the setting. Staff always have a can-do attitude and go above and beyond to support children, who thrive in their care.
- The strong and efficient management team provides staff with very close support to assure their well-being. They monitor the quality of the provision effectively and involve staff and parents in making ongoing improvements. For example, children benefit from a new sensory room to meet their emotional needs, and new touch pads to support their technology skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their safeguarding roles and responsibilities, and keep their knowledge up to date. They know about the risks to children and follow the correct procedures to in the event of any concerns about a child to safeguard their welfare. They teach children how to keep themselves safe from harm through, for example, discussing safe behaviour expectations and teaching children the importance of wearing helmets when riding bicycles. The management team follows robust procedures to ensure staff are, and continue to be, suitable to work with children. They ensure the environment is kept safe and secure at all times.

What does the setting need to do to improve?

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

- provide time for children to respond to questions to support their thinking and communication even further
- improve staff practice further to help children learn how to manage all aspects of their personal hygiene consistently well.

Setting details

Unique reference number	EY481518
Local authority	Dorset
Inspection number	10278315
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 4
Total number of places	68
Number of children on roll	101
Name of registered person	Hopscotch Preschool CIC
Registered person unique reference number	RP533980
Telephone number	01202875559
Date of previous inspection	20 November 2019

Information about this early years setting

Hopscotch Preschool registered in 2014. The group operates from a community building in Ferndown, Dorset. It opens sessions each weekday from 8am to 6pm, during term time only. The group receives funding to provide free early years education for children aged two and three years. The group employs 19 staff and two apprentices to work with children, one of whom is a qualified teacher and 14 of whom hold appropriate qualifications at level 2 to 6.

Information about this inspection

Inspector

Bridget Copson

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the management team and has taken that into account in their evaluation of the setting.
- The manager and inspector completed a learning walk together and discussed how the early years curriculum is delivered.
- The inspector observed activities and the quality of the staff's interactions with the children. She completed a joint observation with the manager.
- The inspector talked to staff and the management team to assess how they meet children's needs and safeguard their welfare.
- The inspector took account of parents' and children's 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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