

# Inspection of Hopscotch Playgroup

Church of the Martyrs, 19 Westcotes Drive, LEICESTER LE3 0QT

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Inspection date: 17 March 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

## What is it like to attend this early years setting?

### The provision is inadequate

Staff in this setting do not have suitable levels of knowledge to effectively safeguard children in their care. The needs of some children are challenging for staff and at times staff struggle to meet the needs of the other children as a result. Risk assessments do not take into account the effect these behaviours may have on other children. However, children who struggle to manage their feelings and behaviour do behave well during structured activities. Staff produce visual reminders of their expectations for these children. This helps them to understand what happens next.

Children often have tasks done for them by staff, which limits their opportunities to develop some aspects of their independence. Children make some choices. For example, at snack time, they choose to drink milk or water. Not all children have the same opportunities to develop. Staff focus most of their support on the children who struggle with their learning and managing their behaviour, which creates an imbalance in the quality of education for all children. The attention the most able children receive is limited. Staff do, however, help children to learn to communicate. They use simple words and sign language to support children's development. Children enjoy singing songs in groups and join in the actions.

Most children in this setting enjoy their time here. They enjoy spending time outside, playing on the bicycles and digging in the sandpit. Children are happy and settle quickly, with a reassuring cuddle from staff. Children choose to play with jigsaws, but need to be supported by adults to stay focused until they are completed.

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

- The progress for children who do not have special educational needs and/or disabilities (SEND) is limited. Staff are distracted by the behaviour of children who need extra help. Therefore, opportunities to ensure that all children receive high quality interactions are compromised. However, children with SEND are well supported. Staff do find out information about children before they start. They use this to plan activities based on children's starting points.
- The manager does not ensure that staff have suitable knowledge and understanding of safeguarding. Staff do not always understand when to report concerns to help to keep children safe.
- Staff do not consider the impact of the negative behaviours from some children and do not assess associated risks to others. This results in staff frequently having to interrupt play to intercept behaviours which could cause injury. That said, some children are starting to enjoy playing alongside each other. They are starting to share and take turns with resources.

- The manager works well with external agencies and parents of children with SEND. She quickly identifies when children need extra support. She ensures that children have support in place for the next stages of their learning. This close working partnership helps these children make good progress.
- The manager and directors meet regularly to discuss improvements to the setting. However, the manager does not provide regular opportunities for staff supervision and professional development discussions for staff. The manager does not identify or address weaknesses in staff practice. This means staff do not consistently deliver a high-quality learning environment for all children.
- Parents feel that their children are happy and safe during their time in the setting. However, some parents report that they do not always know who their child's key person is. They do not always feel listened to in their concerns. Information shared with parents at the end of the day is not consistent. This means parents do not always know what their child has been learning or how they can help them at home.
- The manager is trying to provide for a diverse range of children and their needs. She does have a good level of knowledge and understanding of early years children. She is passionate about her role and the inclusion of all children in her care. The manager provides opportunities for children to have experiences that are sometimes limited for them away from playgroup. They enjoy having opportunities to run around and explore large spaces. They also join in with a gardening club to provide experiences of growing plants when they visit a local care home.
- Children are beginning to ask for help when they need it and communicate in both words and gestures. Staff support some children to wash their hands and feed themselves at lunchtime. Not all staff are aware of how to support children to learn more from their play and experiences. This means not all children are making good progress.
- Children enjoy working alongside adults to learn new skills. They copy staff to paint dots and mix colours when painting. They learn to cut shapes in the dough and show the shapes they make to staff. Children clap to recognise when they have done something well. Staff regularly praise the children for their efforts.

## Safeguarding

The arrangements for safeguarding are not effective.

The manager has a good level of understanding of the signs and symptoms of abuse. She knows how to report and record concerns. However, this level of knowledge is not consistent among the staff team. Staff do not know what to do in different situations to keep children safe. They have misconceptions about the 'Prevent' duty. Their knowledge of grooming and county lines issues is limited. Online safety is not taught to parents or children. Staff are not aware of the risks associated with vulnerable children or other local issues. This means children are potentially at risk from harm.

## 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:**

	<b>Due date</b>
ensure that there is an effective key-person system so parents know who to share concerns about their child with, find out what their children are learning and receive consistent messages	28/04/2023
ensure that staff consistently deliver a high-quality curriculum to all children	28/04/2023
ensure that staff have regular supervision meetings to identify gaps in their safeguarding knowledge and weaknesses in their learning and development practice, and take steps to address these	28/04/2023
ensure that risk assessments are implemented and understood, including risks associated with children's behaviour.	28/04/2023

## Setting details

<b>Unique reference number</b>	EY336516
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10263864
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Hopscotch Playgroup Co-Operative C.I.C.
<b>Registered person unique reference number</b>	RP902783
<b>Telephone number</b>	07909 948 943
<b>Date of previous inspection</b>	15 May 2017

## Information about this early years setting

Hopscotch Playgroup registered in 2006. It is based in a church hall in Leicester City. The playgroup employs six members of childcare staff. Of these, three hold an appropriate early years qualification at level 3 and one at level 2. The manager holds qualified teacher status. The playgroup opens from Monday to Friday during term time only. Sessions are from 9am until midday, and from 12.30pm to 3.30pm. The playgroup provides funded early education places for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Donna Edwards

## 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 manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the staff, children, parents and directors during the inspection.
- The manager and inspector carried out a joint observation of an activity and evaluated its effectiveness.
- The inspector held discussions with the manager.
- The inspector reviewed a sample of documentation, including the suitability of staff and first-aid qualifications.

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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