

Inspection of Hopscotch

Unit 7, Fern Court, Sunnyside, ROTHERHAM, South Yorkshire S66 3XJ

Inspection date: 2 August 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 very happy throughout their time in the friendly and well-run nursery. They make good progress overall from their personal starting points and are well prepared for the next stage in their learning, including starting school. Children become keen and inquisitive learners. For example, they enjoy searching for bugs and worms in the exciting muddy garden, identifying them on their charts and listening to well-chosen books about them.

Children, including those with special educational needs and/or disabilities (SEND), learn to feel safe and confident in the care of the experienced staff. Babies are helped to settle smoothly into nursery life and make a strong start to their development. Staff work closely with parents to build routines firmly based on babies' and children's experiences and interests. Children learn to build friendships and to trust others as they play together. For example, they work well together to use natural objects to create an imaginative indoor garden based on their earlier learning about flowers and plant growth.

Children behave very well. They are fully occupied and learn to play and work both cooperatively and independently. They rise to staff's high expectations. For example, they learn to contribute to a safe and clean environment by helping to tidy as soon as they complete an activity.

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

- Staff plan an effective curriculum that supports children's progress well, overall. They help to build systematically on the skills and knowledge children need for their future learning. For example, children regularly sing songs and play games that help them develop their knowledge of the weather, the seasons and the names and habitats of animals. However, staff do not consistently support children to fully deepen and embed new experiences and learning, to support their good progress further.
- The experienced and enthusiastic manager provides sustained, purposeful and focused leadership. She is very well supported by her deputy manager and leads a committed and caring staff team. There is a strong focus on helping staff develop their skills through training, for instance on children's communication skills and curriculum development, and effective support and monitoring.
- Staff strongly support children with SEND. They identify gaps in children's learning and development at an early stage. Staff work closely with other professionals, such as speech therapists, and children's parents to plan future learning. They make good use of additional funding, for example to extend staff training on using sign language to support children's speaking skills.
- Staff introduce children to new words as they play, listen to songs and engage in

creative activities. For example, staff help children to name the different sea creatures in their undersea sensory play. Staff work closely with parents to help babies listen to and join in songs and rhymes that introduce them to new language skills and vocabulary.

- Staff positively promote children's love of reading. Staff share well-chosen books with children throughout their sessions that are well matched to their interests and stage of development. Babies love to look at 'lift-the-flap' books together. Staff read stories well to build children's anticipation and engagement. They provide opportunities for children to borrow books and share their enjoyment with their parents.
- Staff help children to develop their physical control and body management. Children are encouraged to make large shapes and patterns in their water wall painting, for example, and to use thick and fine paintbrushes and pens in their rainbow pictures. These skills are planned to support their early letter recognition and writing development. Babies are encouraged to build their core body strength as they pull themselves up on the soft furniture and climbing equipment.
- Staff promote children's good behaviour and personal development very well. Staff are excellent role models. They encourage children to play and work together in a calm, friendly and good-humoured environment. They use praise well, for example, to build children's self esteem and social relationships.
- Parents are proud to send their children to the nursery. They appreciate the care staff take and the progress their children make. They particularly comment on the staff's warm and sensitive attitude towards their children from the moment they start. They welcome the very good range of useful information on their children's achievements.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead ensures there is a positive culture of concern for children's safety and well-being throughout the nursery. Staff have a good knowledge of signs that children may be at risk of abuse or neglect. They understand how to record and report their concerns. Staff are regularly tested and challenged to refresh and update their knowledge. They know the relevant agencies to inform to make sure that the correct and timely action is taken. They have a positive understanding of a range of safeguarding concerns, such as protecting children from extreme views and county lines.

What does the setting need to do to improve?

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

- focus staff's professional development on supporting children to further deepen

and recall their new learning and experiences.

Setting details

Unique reference number	EY454448
Local authority	Rotherham
Inspection number	10301278
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 4
Total number of places	42
Number of children on roll	61
Name of registered person	Hopscotch Rotherham Ltd
Registered person unique reference number	RP903078
Telephone number	01709 709900
Date of previous inspection	4 January 2018

Information about this early years setting

Hopscotch registered in 2012 and is located in Rotherham. The nursery employs 12 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including two at level 6 and one at level 5. The nursery opens from Monday to Friday, all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Andrew Clark

Inspection activities

- This was the first routine inspection the nursery 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.
- The inspector spoke to staff and children during the inspection.
- The inspector conducted a learning walk with the manager to review children's learning experiences.
- The deputy manager and the inspector conducted a joint observation of children's activities.
- The inspector discussed the management and organisation of the nursery with the manager and deputy manager and reviewed relevant documents.
- The inspector spoke to parents and read their written comments to ascertain 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023