

Inspection of Hopscotch Tuel Lane Ltd

Community Room, Tuel Lane, Sowerby Bridge, West Yorkshire HX6 2ND

Inspection date: 28 November 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 receive a warm welcome on arrival. Staff provide a calm and nurturing environment, which enables children to feel safe and secure. They understand the importance of supporting children's personal, social and emotional development. They are kind and always available to children who need emotional support. Children independently find their own names and photograph to stick on the self-registration wall. This helps children feel a positive sense of belonging. Children behave well. They are confident to explore and show a positive attitude to their learning. They particularly enjoy being outside, where they enjoy using sweeping brushes and water to make patterns on the pavement. Staff help children to begin to understand how their bodies work. For instance, children know they need to rest to recover after running around outside. Children know they need to drink water to rehydrate.

Staff regularly discuss children's next steps in learning to ensure that all staff know children well. This promotes continuity in children's learning. Children learn independence through everyday routines. They take pride in spreading butter on their toast at snack time, and staff support them as they learn to wipe their own noses. Staff recognise children's efforts and achievements, and children receive lots of praise and encouragement. This builds children's confidence and self-esteem.

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

- Managers and staff plan a well-balanced curriculum, which is effectively sequenced throughout the pre-school. Staff know what skills children have already learned and what they need to learn next. For instance, staff know that children show an interest in colour and making marks. Staff encourage children to investigate colour changes. For example, children predict the secondary colour that mixing two colours will make.
- Staff support children to develop their mathematics skills. For example, they introduce positional language, such as 'top', 'middle' and 'bottom' as children play with bricks. Children talk about size as they play with dough, breaking this into small and large pieces. They confidently make spiders and count the spider's legs.
- Staff provide healthy and balanced snacks for children. They ensure that children's dietary needs are met and implement good hygiene procedures. Staff offer advice and support to parents on how to promote good habits with food. This helps children and parents to make well informed decisions about the foods that they bring in their packed lunches.
- Staff position storybooks carefully in the pre-school. Children happily present them to staff, confident they will be read to. Staff make sure that they read clearly and slowly so that children can join in. They extend children's knowledge

as they read by asking questions and introducing new vocabulary. This helps children to develop a love of books.

- Staff act as good role models. Children use good manners, and they are respectful towards each other. For example, when children want the same shape cutter, they discuss who should use it first. This helps children to learn how to take turns.
- Partnerships with parents are effective. Parents say that their children have made good progress in their social and independence skills. Parents say they 'couldn't ask for any better'.
- The manager has built positive links with staff at the local primary school. There are effective systems in place to support children when they move on to school. Staff take children to the local school, and teachers visit the pre-school. This helps to promote consistency in care, learning and children's welfare.
- The manager and staff are passionate about making continual improvements within the pre-school. The small staff team feel extremely supported in their roles and morale is high. The manager provides access to a wide range of support and mandatory training for staff to enhance the quality of teaching.
- Staff place a focus on communication and language. Staff enthusiastically join in children's play and role model new words. They encourage children to develop their imagination as they pretend to take orders and eat fruit and cake in the pretend café. However, on occasions, staff do not provide sufficient time for children to think and respond to questions or comments, to enhance their skills even further.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff take effective steps to ensure that children play in a safe, secure and suitable environment. They risk assess all areas of the pre-school before children arrive and again before children access the outdoor play area. Staff's knowledge of safeguarding children is secure. They understand the role of the designated safeguard lead and the importance of sharing any concerns they have about a child in their care. Staff understand the procedures for making a referral if they are concerned about a child or about a member of staff's practice.

What does the setting need to do to improve?

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

- build on staff interactions with children to make sure children are given enough time to think and respond to questions and during discussions.

Setting details

Unique reference number	EY296922
Local authority	Calderdale
Inspection number	10308169
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	2 to 11
Total number of places	16
Number of children on roll	11
Name of registered person	Hopscotch Tuel Lane Ltd
Registered person unique reference number	RP525141
Telephone number	01422 316227
Date of previous inspection	13 March 2018

Information about this early years setting

Hopscotch Tuel Lane Ltd registered in 2005 and is located in Sowerby Bridge, West Yorkshire. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday, Tuesday, Wednesday and Friday, 7.45am until 5.45pm, term time only. The pre-school provides funded early education for two-and three-year-old children.

Information about this inspection

Inspector

Julie Dent

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 her evaluation of the provider.
- The manager and the inspector completed a learning walk together.
- The inspector observed activities and the quality of staff's interactions with children. She spoke to the manager, staff and children at appropriate times throughout the inspection.
- The inspector spoke to parents and took account of views.
- The inspector sampled some of the provider's documentation, including the safeguarding policy and procedures.
- The inspector and the manager completed a joint observation together.

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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