

# Inspection of Hopscotch Pre-School

Aldingbourne Community Centre, Olivers Meadow, Westergate, Chichester, West  
Sussex PO20 3YA

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Inspection date: 1 December 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

Children arrive happily to the pre-school and are warmly welcomed by the staff team. They quickly choose from a range of available activities. Staff work hard to find out about children's interests and learning needs. They use this information to plan experiences they know children will enjoy. For instance, they identify that children are interested in a popular television show and provide the children with the characters and buildings in their small-world area. Children spend time playing imaginatively with the characters while adults sit alongside them supporting their learning.

Staff ensure that children spend time being physically active. They have access to large climbing apparatus inside the pre-school and ride-on toys in the garden area. Children are comfortable in the environment. They know what is expected of them and are familiar with the routine that has been embedded by the staff. For example, when children have finished at the craft table, they know to place their work on the drying rack. Staff support children's behaviour well. They treat children sensitively and adapt their routine based on the needs of the children. As a result, children's behaviour is good and they demonstrate high levels of engagement.

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

- The manager has a clear curriculum for what she wants children to learn during their time at the pre-school. She has identified the key priorities for the current group of children attending. Staff plan for individual children's developmental needs, supporting them to learn the key things they need to learn next. However, the curriculum for mathematics is not yet securely embedded to help children make the best possible progress in this area of learning.
- Staff have a good understanding of how to help children develop their communication and language skills. They adapt their language depending on the child's age and stage of development. Staff read to children and spend time teaching them songs and rhymes. As a result, children become confident communicators.
- Staff support children's emotional well-being effectively. They teach children the language of emotions to help them have the tools to regulate their behaviours. Staff know the children they care for well, which helps them to identify situations some children may find challenging. They praise children regularly, which helps to build their self-esteem.
- Staff expertly monitor the progress and development of the children attending. They swiftly identify children who may require additional support. Staff work with other professionals and outside agencies to give targeted support to children with special educational needs and/or disabilities.
- Children are confident. They spend time engaged in their play and show positive

attitudes to learning. Staff give children choices and respect their views. However, at times, staff do not maximise opportunities for children to carry out tasks for themselves. This impacts on children further developing their independence skills.

- Staff have built effective partnerships with parents. They provide feedback to families on children's learning and development. Parents state they feel included in their child's learning and praise the communication they receive from the staff. Parents are happy with the progress that their children are making.
- The manager is highly reflective. She continuously strives to improve the pre-school, working with the staff team to reflect and evaluate. Recently, this has led to developing the learning environment to provide children with greater access to the available resources.
- Leaders provide good support to the staff team. They carry out observations on their colleagues to help improve practice. Staff attend a range of training opportunities and attain higher level qualifications. This helps them to update their knowledge and skills.
- Children develop good fine motor skills. They use scissors to cut lines in paper plates while making Christmas wreaths. Staff provide support to children, helping them to become confident with using tools. Children enjoy creative activities. They draw with a purpose, proudly sharing their art with the staff.

## Safeguarding

The arrangements for safeguarding are effective.

Staff ensure that children are well supervised at all times. They carry out risk assessments of the outside area before children go out to play, to help keep them safe. Staff teach children how to keep themselves safe, such as when using scissors and what to do when a whistle is blown. Staff and leaders are confident in identifying the signs that may indicate a child is at risk of harm. They know how to respond appropriately following the local safeguarding partnership procedures. The manager ensures that she follows safe recruitment procedures and monitors the ongoing suitability of the staff team.

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

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

- strengthen the curriculum for mathematics to help children make even better progress
- enhance opportunities for children to develop independence through daily routines.

## Setting details

<b>Unique reference number</b>	113532
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10307953
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Leighton, Theresa Marie
<b>Registered person unique reference number</b>	RP512037
<b>Telephone number</b>	01243 543948 or 07923058284
<b>Date of previous inspection</b>	6 March 2018

## Information about this early years setting

Hopscotch Pre-School has been operating since 1981. It is open from Monday to Friday, term time only. Sessions are from 8.30am to 3.30pm , Monday to Thursday, and from 9am to midday on Friday. The pre-school employs nine members of staff, all of whom hold appropriate early years qualifications. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Jade Orosz

## 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 provider and has taken that into account in their evaluation of the pre-school.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager joined the inspector on a learning walk and talked about the pre-school's curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the pre-school with the inspector.
- The manager showed the inspector documentation to demonstrate 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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