

Inspection of Hopscotch Nursery

B H F Priory Centre, Pontefract Road, Barnsley S71 5PN

Inspection date: 24 February 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy the time they spend at the nursery. They form happy and positive relationships with kind and caring staff, who know them well. Children display a strong sense of belonging. Staff are attentive and respond warmly to children's individual needs. For example, they provide them with cuddles when needed and reassurance and praise throughout the day. There are clear procedures for settling children and building relationships with parents and carers from the very beginning. For example, the youngest children follow routines from home to ease their transition. This helps children to feel safe and secure within the nursery.

Children show they enjoy being at the nursery. There are lots of smiles and laughter as they play together. Staff encourage children to develop their own friendships. They offer lots of warm praise and celebrate children's achievements. Staff have high aspirations for children and plan a clear curriculum designed to teach children a range of skills. This supports children's next steps in learning. For example, staff encourage children to be independent from the earliest days by making choices. Children consider risks and their safety during their play. Children show increasing confidence in managing their own needs.

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

- The provider is committed to providing a curriculum that enables children to smoothly move on to their next stage in education. On entry to the nursery, staff gather information from parents to find out what children already know and can do. They use this information to plan for children's next steps in learning. Staff use regular assessments to quickly identify gaps in children's progress. They use additional funding effectively to provide targeted resources and experiences that some children require to learn and develop.
- On the whole, staff support children's communication and language well. During most activities, they talk to children, ask them questions and listen to their responses. Staff read stories with expression and children listen attentively and predict what might happen next. However, as listening and joining in stories is children's choice, many children do not choose to take part. This limits the learning opportunities that good-quality storytelling offers to children to extend their growing vocabulary and understand the context of a story.
- Staff support children to develop their mathematical skills well. They plan activities that enable children to explore different mathematical concepts, such as counting and comparing size and capacity. Children eagerly count and use numbers during their everyday activities. For instance, when reading a story, they count how many legs the odd pet has and compare this to how many legs they have. This helps children to make good progress in their mathematical learning.

- Support for children with special educational needs and/or disabilities (SEND) is a strength of the nursery. Staff have a detailed understanding of what children need to learn next and what their specific targets are. Regular meetings with families ensure that all information is shared and referrals to external agencies are made at the earliest opportunity. There is a separate soft-play room, where children can spend time or need time to regulate their emotions. Children with SEND make good progress.
- Staff build excellent relationships with parents. They provide an inclusive environment where all children and their families are welcomed. Staff ensure that parents are kept up to date about children's ongoing care and the progress they make. Parents comment positively about the quality of the care and education their children receive and the family support that has been invaluable to them.
- The provider takes time to identify any training needs that staff may require through discussion and observations of their practice. This ensures that staff have the skills and knowledge to provide a quality learning environment for children.
- Safe recruitment procedures are in place to ensure that only suitable people work with children. However, the nursery's induction procedures are not robust enough to ensure that new staff quickly understand all their new roles and responsibilities thoroughly. This includes, room specific tasks such as personal care routines and food and milk preparations.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- ensure that all children have daily opportunities to listen and take part in good quality storytelling, songs and rhymes to support their growing vocabulary and communication skills
- strengthen induction procedures to provide staff with the skills and knowledge to carry out their roles and responsibilities thoroughly.

Setting details

Unique reference number	2773017
Local authority	Barnsley
Inspection number	10389890
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	60
Number of children on roll	74
Name of registered person	Hopscotch Early Years Ltd
Registered person unique reference number	2773016
Telephone number	07368856165
Date of previous inspection	Not applicable

Information about this early years setting

Hopscotch Nursery registered in 2024 and is located in Barnsley. The nursery employs 15 members of childcare staff. Of these, two staff hold a childcare qualification at level 6, one member of staff at level five and 10 staff at level two and above. The nursery opens all year round, from 8am to 6pm, Monday to Friday. It offers government funded childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- Children told the inspector about their friends and what they like to do when they are at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation of a communication and language activity with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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