

Inspection of Hopscotch Day Nursery

Bodriggy Street, Hayle, Cornwall TR27 4ND

Inspection date: 8 August 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 Good

What is it like to attend this early years setting?

The provision is good

Children are curious and engaged. Staff support children of all ages to build confidence in their opinions and explore their creativity. In the pre-school, children investigate how water travels between containers and through pipes, exploring liquids and how they move. With staff guidance, children weigh items to make jam. They confidently name the ingredients, saying blackberries, lemons and sugar. Those who have made jam with staff before recall the next steps, demonstrating good memory skills. Staff have created a good curriculum that is well planned and sequenced, supporting children to build knowledge in a clear progression. Children have time to practise what they know and build new knowledge and skills. As a result, they are well prepared for the next stage of learning.

There is a strong focus on guiding children to develop healthy eating habits and enjoy a nutritious and balanced diet. The nursery chefs prepare a menu that links to the current learning projects. For example, blackberry snacks tie in with the current project on the Blackberry Moon. Toddlers and babies focus as they try new tastes like pear and watermelon. The fruit colours match what staff are helping children of all ages explore and learn about.

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

- Children are kind to others and engaged learners. Young children focus on one activity for a long time and happily invite their friends to play with them. Staff model good manners, saying 'please' and 'thank you'. When children struggle to share toys or take turns, staff help them understand how their behaviour affects others.
- There is a strong focus on supporting children as they develop their creative skills and imagination. Staff help children express themselves in various artistic ways. Toddlers and babies discover music and rhythm by playing with percussion instruments. As they make sounds with bells and sticks, they learn to move their bodies to the beat.
- Staff build relationships with children, understanding how this boosts their learning and development. Children enjoy spending time with staff, feeling confident and secure. However, although staff report that they share key-person information with parents, some parents feed back that they do not know who their child's key person is.
- The curriculum has a strong focus on guiding children to spend time outdoors and to explore and understand nature. Children develop coordination and balance as they run in the fresh air and climb on tree trunks. Staff guide children of all ages to learn about plants and how they grow. Toddlers explore fern leaves, observing the different parts of the leaf. Supported by staff, they explore using green pencils to draw plants and leaves.

- Staff engage children in rich interactions, developing their communication well. Staff help children expand their vocabulary. They introduce new words such as 'weighing scales' and 'sticky'. However, at times, staff do not always engage the quieter children in conversations and group activities to further guide their learning and development.
- Staff well-being is important to leaders. Staff report being happy in the team and feeling supported by leaders. They comment that they are valued in their roles and believe their opinions matter. Staff undertake training courses, which positively affect children's learning and development. A recent course boosted staff confidence in adding science and technology activities to the nursery. Staff now include more experiments for children to take part in. For instance, they explore how adding dye changes the colour of liquids.
- There is a strong emphasis on teaching children to be independent. At mealtimes, staff encourage children of all ages to serve themselves food. Toddlers use knives and forks with confidence. They also know to scrape leftovers into the right bin. After they eat, they wipe their hands and faces with a warm cloth. This helps them improve their personal care skills. Pre-school children help cut fruit for snacks. Older babies pour their own drinks. This builds their hand strength and coordination.

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:

- develop the key-person system even more, ensuring staff liaise with parents closely and support children's learning and development further
- engage quieter children more frequently into conversations and group activities to guide their learning and development even more.

Setting details

Unique reference number	EY365165
Local authority	Cornwall
Inspection number	10414802
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 5
Total number of places	85
Number of children on roll	97
Name of registered person	Hopscotch Day Nursery Ltd
Registered person unique reference number	RP910948
Telephone number	01736 755600
Date of previous inspection	20 January 2023

Information about this early years setting

Hopscotch Day Nursery registered in 2007. New owners took over the nursery in 2024. The nursery opens from 7.30am to 6pm, each weekday and operates all year round, with the exception of bank holidays. There are 20 members of staff who work directly with children, of whom 12 hold an early years qualification at level 3, two hold level 4 qualifications, one staff member holds a level 6 qualification and five are unqualified. The nursery offers government-funded spaces for childcare.

Information about this inspection

Inspector

Victoria Jones

Inspection activities

- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager, nursery owner, area manager and the inspector completed a learning walk of the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children spoke with the inspector during the inspection.
- The manager and inspector carried out a joint observation of an activity and they evaluated this together.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- Parents shared their views of the setting with the inspector.

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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