Hopscotch Worthing

Unique reference number (URN): 2777256

Address: 33 Christchurch Road, Worthing, BN11 1JH

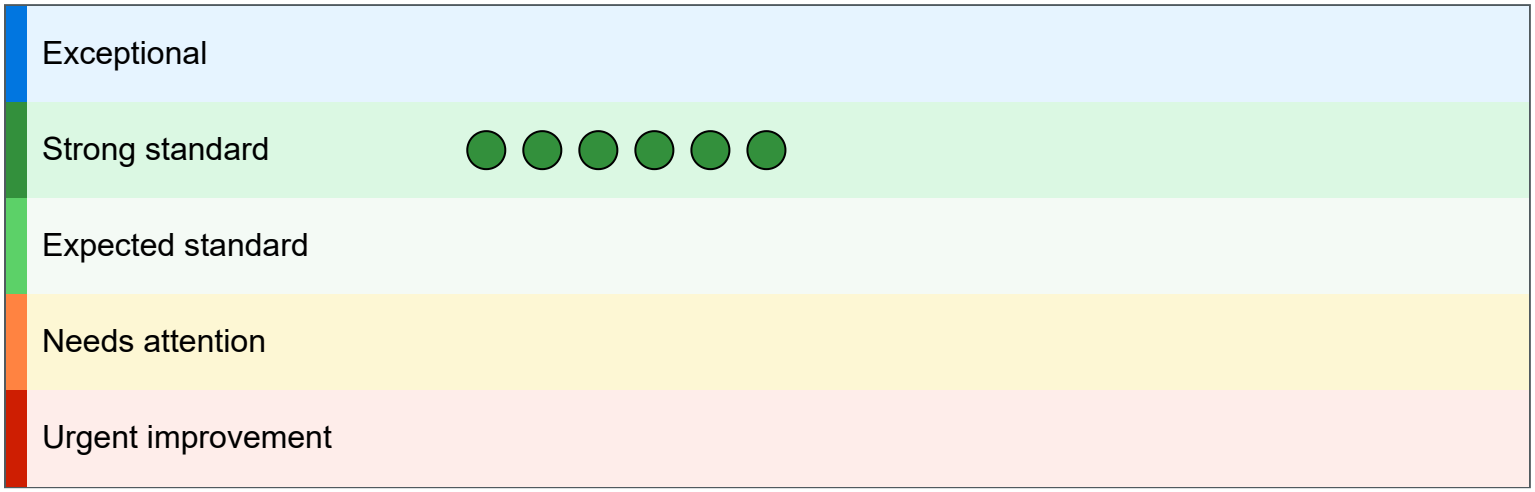
Type: Childcare on non-domestic premises

Registered with Ofsted: 12/02/2024

Registers: EYR, CCR

Registered person: ACPH Limited

Inspection report: 31 March 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Achievement

Strong standard

All children, including those who are disadvantaged or have other barriers to their learning, make rapid progress from their individual starting points. Children engage in activities that enable them to become socially responsible. For instance, they carry out beach cleans and learn how to become consciously aware of environmental issues. Children confidently remind each other about not wasting paper and how to recycle items they have finished with.

Children become deeply engaged in their learning. For instance, they use small microscopes to study insects. They show fascination and correctly name different parts, such as antennae. Children absorb new information quickly and confidently recall the new facts they have learned.

Children's love of literacy is evident from a young age. Babies and younger children delight in exploring books and this enriches their development of language and conversation. These skills equip children exceedingly well with the skills they need for future learning.

Behaviour, attitudes and establishing routines

Strong standard

Staff use their in-depth knowledge to ensure every child reaches their full potential. Children demonstrate extremely positive attitudes towards learning. They show natural curiosity and an inquisitiveness to find out more. Children show kindness, respect and empathy for others. Older children form close friendships and play together happily.

Staff create calm, nurturing spaces where children feel secure. Children confidently ask for help in managing their feelings, as staff have taught them how to do this. For instance, when children say, 'I feel fizzy', staff know exactly how to respond and provide the relevant coping strategies.

The daily routine in each room is planned skilfully around children's needs. Younger children have ample time for sleep and quieter activities. Key persons work highly effectively with parents to understand each child's care needs so these can be implemented fully at nursery.

Children form trusting, secure relationships with the staff. Leaders make sure room teams are consistent so that any changes are minimal and do not impact negatively on children's emotional security. Staff follow consistent routines that help children to feel settled and know what is happening next. Leaders work sensitively with parents to help them understand the importance of regular attendance to support their child's development.

Children's welfare and wellbeing

Strong standard

Staff provide a safe environment for every child. This includes children with special educational needs and/or disabilities, and children who may face other barriers to their

learning. Feeding and sleep routines are adapted skilfully for every child and regularly reviewed with parents and carers.

The key person system is highly successful in supporting children's wellbeing. Babies and younger children are settled to sleep by staff who know them well and understand their preferred routines. Younger children demonstrate how settled and secure they are. They look to familiar staff for reassurance, and staff respond in a warm, nurturing way.

Staff utilise every opportunity to support children's healthy development. From a young age, children learn the importance of toothbrushing to prevent tooth decay. Children experience the positive impact of exercise to develop a healthy body. They use active sessions to burn energy and then calmer sessions to regulate their breathing and emotions. During mealtimes, children confidently talk about foods that are good for them, and how these support healthy development.

Leaders take incisive action to help parents keep children safe when using digital media at home. They share extensive guidance and explain the possible risks. Staff record stories for children to listen to at home, so that technology can be used safely.

Curriculum and teaching

Strong standard

Teaching is matched precisely to children's different interests and abilities. All activities are planned for with clear purpose and intention. Staff know clearly what every child needs to learn next, and they plan for this meticulously well. The programme of learning from one room to the next is planned for seamlessly.

Leaders place high priority on the development of children's language skills, particularly for children with special educational needs and/or disabilities, and those still developing language. Staff read stories using props and encourage children to use their words to tell the story. Resources are shared with parents and carers so this learning can continue at home.

Mathematics is intrinsically linked throughout the daily routine. For example, during games, such as hide-and-seek, staff actively encourage children to use positional language. There is relevant focus on planning for children's physical development. Indoors, children develop large muscle skills as they practise climbing on age-appropriate equipment. Furniture is chosen carefully so that younger babies have opportunities to pull themselves to standing to develop their core strength.

Staff have very successfully developed a programme to help children recognise their different emotions. Children clearly explain to staff how they are feeling and this builds children's confidence in learning how to take care of their own needs.

Inclusion

Strong standard

Staff use assessment arrangements meticulously well to accurately identify the learning and development needs of every child. Any gaps in learning are swiftly identified and leaders put relevant support strategies in place to ensure every child is fully supported. Staff know children well and adapt their teaching and activities to take account of each child's needs.

For instance, signing is used particularly well to help children who are still developing their communication skills convey their needs. Older children use visual cues to help them understand the flow and routine of the day. This helps to regulate their feelings and prepares them exceedingly well for times of change.

All children, including those with special educational needs and/or disabilities, as well as those previously known to children's social care, receive highly effective support. Leaders, parents and other professionals work together collaboratively to make sure every child's needs are fully understood and planned for. Carefully planned strategies are agreed and help to ensure every child reaches their full potential.

Additional funding is used precisely and purposefully to enrich children's learning. Leaders purchase additional resources and invest heavily in staff training. These measures support staff in being able to meet the needs of all children.

Leadership and governance

Strong standard

Leaders demonstrate a clear vision for delivering excellence in all areas. Since taking ownership of the nursery, they have worked tirelessly to thoroughly review what is working well, and where improvements are needed. Immediate, appropriate action has been taken in addressing the improvement areas. This has significantly enhanced the quality of practice embedded across the nursery. Parents note the positive progress that has been made, and praise leaders for the way in which the provision has developed.

Significant improvement has been made for children with special educational needs and/or disabilities. Robust, precise and accurate assessment arrangements mean children who need extra help with their learning receive this promptly. Gaps in children's development close at a rapid rate. This is due to the consolidated approach being taken to target help where it is most needed at the earliest stage. Funding is used exceedingly well to support the learning and development needs of individual children, so they all achieve well and reach their full potential.

Staff wellbeing is prioritised, and staff report how well they feel supported by leaders. Professional development is also given high priority, with in-house training focused on strengthening staff expertise and ensuring the curriculum reflects leaders' ambitions for all children.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

What it's like to be a child at this setting

Leaders and staff create an extremely homely and welcoming environment. There is a fun, relaxed, yet busy atmosphere evident in all rooms. Babies benefit from an exceedingly calming, nurturing routine which helps them feel settled and calm. Older children show how confident and independent they are. They take care of their own needs easily and make decisions confidently. Staff nurture these skills and encourage children to develop a clear sense of self, and to be proud of their individual qualities. Children proudly share their achievements and talk to visitors confidently.

Children develop the essential skills they need to become successful learners. Babies and toddlers are increasingly competent in using their words to communicate their needs. Staff skilfully introduce alternative strategies, such as signing and visual cues, for children who may need help with other ways to communicate. Children feel listened to and valued. They confidently ask staff questions and willingly invite staff into their play. Relationships between children and staff are positive and trusting. There is an obvious shared commitment towards meeting every child's needs.

Children clearly enjoy their learning. Staff make full use of the outside environment to enrich their learning experiences. Children prepare for outings with excitement and anticipation. They confidently explain how they use single-use cameras to take images during their trip to the park and recall the outing with great enthusiasm. Children show deep engagement in their learning. Activities are planned with clear purpose and enable children to become thoroughly involved in their play and exploration.

Children's love of books is established early. Different books are celebrated each month. This helps children become familiar with carefully selected stories to deepen their levels of engagement, interest and use of vocabulary. This contributes towards children becoming competent, confident communicators.

Next steps

- Leaders and those responsible for governance should sustain their work to ensure continued improvement and high standards. They should focus on creating a transformational impact on the outcomes and experiences of disadvantaged children, those with special educational needs and/or disabilities, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.

About this inspection

The inspector spoke with leaders, staff, parents and children during the inspection.

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.

Inspector:
Jo Caswell

About this setting

Unique reference number (URN): 2777256

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33 Christchurch Road
Worthing
BN11 1JH

Type: Childcare on non-domestic premises

Registration date: 12/02/2024

Registered person: ACPH Limited

Register(s): EYR, CCR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 07:30 - 18:00

Local authority: West Sussex

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 31 March 2026

Children numbers

Age range of children at the time of inspection

0 to 4

Total number of places

56

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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