

Hopscotch Nursery

Inspection report for early years provision

Unique reference number 508951
Inspection date 02/04/2009
Inspector Chris Mackinnon

Setting address 50 Steyning Avenue, Peacehaven, East Sussex, BN10 8HN

Telephone number 01273 584250
Email office@hopscotch.uk.com
Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Hopscotch Nursery in Peacehaven, has been registered since 1994 and is part of a group of five nurseries owned by the same company. The nursery operates within the ground floor of a converted house and is easily accessible. Children use a range of care and learning areas indoors and also have access to an enclosed back garden and outdoor play area. The nursery is open five days a week 08.00 to 17.30. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 39 children in the early years age group may attend at any one time and there are currently 82 children on roll. The nursery is in receipt of funding for the provision of free early years education. There is a staff team of 11, including the manager and all staff have appropriate early years qualifications and training.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff have a good knowledge of individual children, and children's welfare and learning is effectively promoted. The setting is secure and safely organised and children enjoy a wide range of well planned activities within a well prepared care and learning environment. Staff work closely with parents to ensure all children make progress and their care needs are fully met and considered. The setting is committed to improvement and regularly evaluates the effectiveness of the play and learning programme provided. Children learn and achieve successfully within the setting, and their care and development is effectively supported by a well organised and confident staff team.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop the range of learning opportunities provided for children in the outdoor areas

The leadership and management of the early years provision

The nursery is well led and managed, with a well organised staff team in place to ensure children receive effective care and learning. The manager and deputy are responsible for maintaining staff deployment and guiding staff to supervise and engage with the children, to positively support their development. The manager is also supported within the Hopscotch group by an area manager who makes regular visits to each setting. Within the Peacehaven nursery, the level of staff training is high and nine out of the total eleven staff have NVQ level three childcare qualifications. There is also a fully qualified staff member in charge of the younger children's section. The setting has an effective key person system that is well managed, with key workers meeting regularly to assess individual children's progress and make links with parents. The nursery has several identifiable

strengths, particularly with the planning of the play and learning activities and provision of learning themes to support children's interests. For example, as part of the current Springtime topic, children are encouraged to learn about animals, growing and the change in weather. Another strength within the setting is the provision of a stimulating and attractive play and learning environment, with a wide range of well prepared learning areas and resources well presented to encourage and interest children. There is also a notable strength in the ability staff have to engage with individual children and successfully extend their learning progress. Staff demonstrate much good knowledge and understanding of the six areas of learning, as they interact with the children. Staff ask many challenging questions and are able to effectively promote children's creative and critical thinking. One particular example being the exploration of feelings and emotions during story time.

Another particular strength in the leadership and management of the nursery is the good use that is made of self evaluation and reflective practice. The learning intentions of the children's activities are regularly reviewed by staff, and changes are made to support further play and learning opportunities. For example, in the baby care and younger children's section, specific resources are introduced during play to widen and develop children's tactile and sensory development. The nursery also effectively demonstrates a strong commitment to continuous improvement, through the use of an in-house development plan and by involvement in the East Sussex excellence in practice quality assurance scheme.

The nursery has a significant strength in its partnerships with parents. By using key persons and establishing regular daily links, effective and inclusive relationships are created with parents that effectively support individual children's care and learning. Staff involve parents at many levels, with clear daily information on growth and development provided for parents and access also provided to individual children's learning progress records with their key person. Parents also receive clearly organised starter forms and information on how their child is settling, when their child commences. A series of well organised notice boards and visual displays are provided for parents throughout the nursery. Much good use is also made of photos and information for parents, on the learning themes and what parents can do at home to support their children's development.

The nursery has a confident awareness of the need to safeguard children and support their welfare. Staff take time to get to know individual children so they feel welcome and included. Individual children's care needs are also consistently monitored, and staff have a high level of child protection awareness. The nursery also has a well organised range of policy guidance and procedures, to ensure children are kept secure and free from harm.

The quality and standards of the early years provision

The nursery provides a well organised programme of activities to encourage children's learning and development. Staff have all attended training in the Early Years Foundation Stage (EYFS) framework and are confident in their approach to following key principles like, recognising the unique child and providing an enabling

environment. Within the nursery's planning, staff use the EYFS themes effectively to organise a wide range of activities for the week ahead. The written planning describes how the play resources are organised and the learning expectations of the activities are also included. The planning effectively covers all six of the early learning goals, so that staff can take every opportunity to develop and explore children's learning. The nursery also organises children into separate learning groups, according to their ages. These groups then have planned activities based on their development needs. For example, in the younger children's area much emphasis is placed on the children's physical development and ability to manipulate items. The intermediate age children have many well planned activities designed to encourage their personal and social development, and their understanding of feelings and awareness of each other. Older children have activities that are well presented to challenge their skills and increase their awareness of sizes, numbers and use of language.

Children's development and exploration of the six early learning goals is also well organised and staff show much skill and ability in recognising how individual children develop their learning. For example, staff engage closely with the children during the activities, to prompt and guide them to explore resources further and develop the ideas and imaginative thinking. Children's ability to take turns and listen to others is also successfully fostered by staff, during well managed group activities, like reading story books or matching and observation games. Staff take particular care to support children's use of words and language. For example, during role play children are encouraged to make up stories and describe their actions. Staff also show much skill in the way they question children, to support their involvement and extend their learning experiences.

The systematic observation and assessment of children's learning is another well organised feature of the nursery's practice. All staff make regular daily notes on children's achievements. These notes are then collected and included in children's individual progress records. Much good use is also made of photos to support the recording of children's development. Key persons also evaluate children's learning development over a period of weeks, with a written assessment that looks closely at their progress across all the learning goals, to identify their next learning steps. Staff also take care to link effectively with parents, to ensure inclusion and promote an understanding of how their children learn and develop.

The nursery provides effective support for children's care and welfare. Staff are well organised and children's safety and secure is appropriately considered. An effective range of safety procedures are in place and detailed risk assessments are in place for all the play and care areas used, including the outside areas. Staff take care to promote children's health and development, with a range of healthy snacks provided. Staff also successfully promote children's awareness of different foods and healthy eating with regular food based learning topics. For example, a recent learning topic within the nursery has been the exploration of food types, and a large and colourful wall display, created by the staff and children, shows all the range of foods we eat.

The presentation of the play areas and general play environment within the nursery is well organised and effective. Many attractive play resources and a good

range of learning materials are provided to enable children's learning and development. For example, in the younger children's area a particularly well prepared soft play area has been established to help children feel secure and comfortable. Children's enjoying and achieving is effectively supported within the nursery. Children enjoy their activities and have fun being expressive and creative with play materials. Staff also demonstrate many good teaching skills with their use of questions and provision of close support, to help children learn and make progress. Staff also take care to know individual children's interests and support their ideas. For example, children's interest forms are provided for parents to complete, so that staff can learn about what the children have been doing at home.

Many opportunities are provided during the nursery's play programme for children to encounter different forms of technology. Children make good use of computer based activities for example, and children's skill with a range of tools is also effectively supported. Staff manage children's behaviour effectively, and children are successfully encouraged to share and help others. For example, during snack times and story telling sessions, children are effectively encouraged to listen to each other and share their news. Staff also help children learn how to take their turn and join in effectively with games and activities that involve sharing play items and materials. For example, staff work closely with small groups of the children and encourage good co-operation during the assembly of large floor jigsaws and art-craft activities.

Children have frequent outdoor play, and the nursery has easy access to a large garden, providing a range of enclosed play areas. The nursery provides a good range of physical games and activities outdoors, that involve running, climbing and learning to balance. Good role play also takes place outdoors. Children's ability to experience sensory activities outside and learn about growing is being encouraged to some extent, but opportunities for children to explore and be creative with a range of resources outdoors, are currently rather limited. The nursery has also identified the development of outdoor play and learning as an area for development in its own recent self evaluation document.

The nursery maintains good and effective links with parents and carers, and staff key persons take care to ensure parents are included and encouraged to help their children enjoy their play and learning. Many opportunities are also provided for children to learn about diversity and differences. One good example is the introduction of Spanish language teaching within the nursery, and children confidently demonstrated their knowledge of a range of Spanish words. A range of festivals and celebrations are also included in the nursery's play programme, to widen the children's awareness of other cultures and the wider world.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.