

Hopscotch Nursery (Portland Road)

Inspection report for early years provision

Unique reference number 130695
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Inspector Jacqueline Patricia Walter

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Type of setting Childcare on non-domestic premises

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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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Hopscotch Nursery (Portland Road) opened in 1997 and is one of a chain of five privately owned nurseries in the Sussex area. It is situated in a converted building in the Portland Road shopping area of Hove, in East Sussex. The nursery is divided up into different rooms to accommodate children of different ages. There is a small outside play area and indoor soft play room. The nursery is open each weekday from 08.00 to 17.30 each weekday, for 51 weeks of the year. It serves families from the local area.

A maximum of 92 children under eight years may attend the nursery at any one time and there are currently 179 full and part time children on roll, all of whom are within the early years age range. The nursery also makes provision for children older than the early years age group and is registered on the voluntary and compulsory parts of the Childcare Register. The nursery supports children with learning difficulties and disabilities and those with English as a second language.

The nursery employs 26 full and part time members of staff, of which 13 including the manager hold appropriate early years qualifications. One staff member is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children are safe and secure at all times. Staff have a good knowledge of children's individual needs, which ensures that most aspects of children's welfare and learning are promoted with success. A good planning and assessment system overall promotes planned experiences, acknowledges children's interests and individual learning needs. This means that children are able to make good progress, given their age, ability and starting points. The partnerships with parents and other agencies are a key strength and are significant in making sure that the needs of all children are met, including any additional support. The planning for improvement and self evaluation is good, ensuring that priorities for future development are identified and acted on successfully.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- provide parents with information on details for contacting Ofsted and an explanation that parents can make a complaint to Ofsted if they wish
- 06/05/2010

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

- review the risk assessment regarding security
- develop the planning in the younger children's rooms, to enable practitioners to support children's learning more effectively.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding children overall. They are fully aware of the signs and symptoms of abuse and are confident and thorough in knowing and implementing the procedures to follow when concerns are raised with the children in their care. There are clear systems in place that record any items of concern and guidance and emergency contact numbers are available for all staff to access. They provide an effectively organised environment that helps children progress extremely well towards the early learning goals. For example, the use of rooms and space is organised well enabling all children to use areas, such as the sensory room, soft play and outside areas, equally. Although some good actions are taken to prevent unwelcome visitors from entering the setting, for example, the main entrance is electronically locked and opened by staff and identification documents are checked upon entering; some of these measures are not always effective. For example, when known visitors are given permission to enter, other people are easily able to follow. Most of the required documentation is in place, confidentially maintained and stored appropriately. However, the complaints policy, which includes information on how parents can complain, does not inform parents that they can also make a complaint to Ofsted if they wish.

Staff actively and effectively challenge stereotypical views. For instance, they ensure pink-coloured resources are available in the construction area. There are outstanding partnerships in place with parents and other agencies, which in turn effectively support the care and learning of all children. For example, well established lines of communication with speech therapists effectively promote children's communication skills. There is a wealth of information on the setting and regular reports and meetings both formal and informal are conducted to discuss the children's progress. Parents who are unable to collect their children are also informed through the use of a communication book. Parents' opinions are valued and they are effectively involved with children's learning. For example, after consultation, staff now provide a uniform for children who's parents wish them to wear it and parents engage in activities such as making collages of healthy food whilst at home with their children. In addition to this, interest sheets are available for them to complete, which in turn successfully supports individual learning. For example, staff now actively encourage a child's number understanding, as a result of the parents identifying exactly what the child knew.

There is a strong commitment to evaluating and improving the quality of the setting. They have successfully addressed all previous recommendations, and have conducted an effective self-evaluation form, resulting in lots of actions being identified and successfully addressed. This has resulted in a great deal of children's learning and care being enhanced. For example, new skills arising from courses such as sign language, have successfully improved children's communication and quiet areas now established in rooms allow the children to rest and quietly focus.

Managers communicate ambition and drive well. For example, they encourage democracy by involving the staff in self-evaluations of both the setting and of themselves. They also provide innovative experiences such as staff participating in outdoor activity centres, which in turn, encourages good team building qualities. Further systems implemented regarding self-evaluation, such as participating and obtaining credits in a recognised Quality Assurance Scheme, have also impacted on the children's development successfully.

The quality and standards of the early years provision and outcomes for children

Staff provide a welcoming, bright, very child-friendly environment where a wide range of stimulating resources and activities are made easily accessible. Older children are familiar with the routines and make a lot of decisions and choices. For example, they choose their own snacks from a range of food and all are able to contribute their views to their individual progress reports. They demonstrate a strong sense of security and self belonging by playing and working alongside peers successfully and babies are beginning to actively explore their surroundings. Most adults are skilled in promoting positive attitudes to learning. Older children in particular, are encouraged to focus and think by staff who effectively challenge them. They encourage them to join in during story times, pose open-ended challenging questions and skilfully manage their behaviour. For example, when children concentrate, consider and reply to particularly hard questions, their answers are rewarded with lots of praise and 'high fives'. As a result, they are focussed, enthralled and eager to demonstrate their knowledge and observations.

Additional learning and developmental needs are identified promptly and there are excellent, established partnerships with outside agencies, which in turn, support children's individual needs extremely effectively. For example, visual timetables are displayed and staff attend Makaton training and implement it throughout the setting well. This means that children with English as an additional language, and those with learning difficulties, are able to join in and feel included. The quality of planning to ensure that each child receives enjoyable and challenging experiences is good overall, and information from observation and assessment is used well. However, the planning documentation in the younger children's rooms do not include guidance for practitioners on how they can support the children's learning. As a result, they do not always challenge children's learning sufficiently. For example, there are missed opportunities for children to independently develop their finer motor skills and fully explore the resources, as well as little extension of learning through staff talking to them about what they are doing or playing with.

Children have good opportunities to develop an understanding on keeping themselves safe. For example, the fire authority visits and talks about the dangers of fire. There is a high emphasis on healthy eating and living. For instance, children sample and grow their own herbs, doctors and a dentist regularly visit the setting and the children engage in activities with both staff and their parents to identify what food is healthy. In addition to this, some of the more able children independently follow everyday good routines in personal hygiene. For example, they wash their hands after toileting and remove their shoes when entering the

nursery. As a result, they are very confident in knowing why they need to keep their hands clean, what foods are healthy or unhealthy and the impact that eating some foods has on their bodies. For example, they know that too much chocolate can make their teeth bad and fall out. Staff effectively encouraged children to develop good habits and behaviour. Older children are involved in devising rules of expected behaviour and staff use a 'Golden Book' to record and celebrate both the children's efforts and achievements. As a result, some children are beginning to show awareness of responsibility. For example, by waiting for the other children to stop speaking before taking their turn.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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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