



## Hopscotch Nursery

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 156383  |
| <b>Inspection date</b>         | 18 January 2006   |
| <b>Inspector</b>               | Chris Mackinnon   |
| <b>Setting Address</b>         | The Old School, Church Street, Seaford, East Sussex, BN25 1HH |
| <b>Telephone number</b>        | 01323 492123  |
| <b>E-mail</b>                  | office@hopscotch.uk.com                                       |
| <b>Registered person</b>       | Hopscotch   |
| <b>Type of inspection</b>      | Integrated  |
| <b>Type of care</b>            | Full day care   |

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Hopscotch Nursery in opened in 2001. It operates on two floors of a converted school building in central Seaford, East Sussex. A maximum of 92 children may attend at any one time. The nursery is open each weekday from 08:00 to 18:00 throughout the year. Children have access to a secure enclosed outdoor play area.

There are currently 80 children aged from 0 to under 5 years on roll. Of these 48 receive funding for nursery education. The Nursery supports children with special

educational needs and children who speak English as an additional language.

The nursery employs eighteen staff. Eleven staff members hold appropriate early years qualifications and five are training.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are healthy and active through staff following successful procedures and practices which meet the children's health and nutritional needs. Consistent adult support and guidance helps children gain an effective understanding of hygiene and a desire to maintain independence in their personal care.

Children are active and move with confidence around the setting. Staff have a good understanding of children's development needs and provide plenty of challenges to promote children's manual skills and use of tools. Younger children are given close support and encouragement to explore resources and develop healthily, within a well organised and stimulating environment. Children demonstrate a positive attitude to exercise and have fun during a wide range of expressive games and activities; such as balancing and climbing, lively music and movement sessions and outdoor games with staff, which they enjoy enthusiastically.

Children enjoy healthy snacks and have a variety of fresh fruits. The quality of the food and drinks provided is monitored by staff, who also give consideration to children's individual dietary needs. Children also enjoy a purpose-built soft-play and tumble area located within the setting, which supports their physical confidence and development. The overall good quality of the games and activities and consistent staff involvement, contributes greatly to children's healthy growth and development.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children enjoy play and learning activities in a welcoming and stimulating environment. The setting provides plenty of space and many opportunities for children to develop and learn new skills. Care is taken to organise the children's play areas to be safe and well prepared for a wide range of challenging activities to take place.

Children are protected from accidents and harm through close staff supervision and a wide range of effective safety procedures. Detailed risk assessments are in place which are regularly reviewed to reduce hazards. Staff have a consistent understanding of the need for safety outdoors and organise physical play activities that are effectively supervised. Staff involve children well in learning about playing safety together.

Children use safe and play equipment and materials, appropriate to their ages and

level of development. Staff are guided to regularly check the condition of all play resources, but some old and worn play items were found to be still in use. Plenty of resources are available for all children to be imaginative and to enjoy their activities and have fun. Messy-play, art-crafts and technology items are all featured, including access to computers. Children with special needs are safely included, with sensitive adult support and adaptations made to resources and activities.

A range of security measures are in place to keep children safe and secure during play sessions. Clear staff guidance and parental consents contribute to children's safety on outings. Children are well protected by trained and experienced staff who have a clear understanding of child protection procedures and give priority to children's welfare.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their play and are well stimulated by their experiences at the setting. They achieve easily, explore resources confidently and have fun. Children become well involved in the play and learning environment, supported by the staff's provision of challenging games and activities. Children have many positive adult-child learning interactions that develops their language and communication skills. Children join-in eagerly and are delighted by inventive and expressive activities. For example; exciting physical group games, lively music and movement activities and sensory play, exploring texture and sound.

All children engage in a range of play and learning activities that are well organised to meet their developing needs. Children are confident in their play and work closely with key-workers to expand their range of skills in writing and recognising words. Children explore a wide range of materials in interesting art-craft and creative projects. Children learn numbers and sizes and use a wide range of assembly and making materials to represent their ideas. Children are imaginative and create their own games and adapt resources, during free-play sessions and role-play.

Children use a broad range of outdoor play equipment, with access also to plenty of opportunities for climbing, jumping and learning balance in the indoor soft-play area. Children respond enthusiastically to the games and activities that extend their physical confidence. Staff plan activities to help children learn about nature, growing and the seasons. A range of visitors, celebrations and learning topics relating to the local area, supports children's knowledge of the wider world.

Staff are well motivated to support children's learning, developing children's confidence and interactive skills in well organised mixed group activities. Staff are perceptive to children's curiosity and use questions successfully to challenge children's thinking and extend learning. Staff take care to monitor individual children's development effectively to help them achieve as much as they can. Staff observe and record children's progress and are successful in helping children to enjoy their time at the nursery.

### **Nursery Education**

The quality of teaching and learning is good. A well-balanced curriculum ensures children have a wide range of experiences that supports their learning in all areas. Clear planning ensures children experience a broad range of challenges and staff support. Clear records of children's individual development helps staff to plan the next steps for each child. Well organised and effective learning activities excite the children and staff present these well.

Children enjoy books and choose favourites and use the pictures to re-tell the stories to friends. They express their ideas and experiences well, using good and developing vocabulary. Many opportunities are provided for children to develop an understanding of numbers, sizes and shapes; in art-crafts, making and joining and role-play. Good use is made of a well prepared mathematics learning area and children learn about many and a little and how many are left, developing a good early understanding of calculation.

Children learn about the wider world from community projects, visitors and outings and other culture festivals are celebrated throughout the year, with many day-to-day opportunities provided for children to explore diversity and learn differences. Well-presented themed activities ensures children remember their learning experiences. For example, in learning about birds, children explore sizes and become aware of other countries.

Children express themselves creatively through a range of media. They are able to draw, describe and construct items that represent their ideas. For example, children enjoy the results gained when painting a variety of fish shapes. Children also enjoy learning how things work and how to help each other when using computer programmes. Children enjoy moving to music and singing together and know the words to many action songs and games. Children also learn to clap and appreciate each other's contributions.

### **Helping children make a positive contribution**

The provision is good.

All children are welcomed and encouraged to join-in and play co-operatively together. The setting encourages children to help and share, which fosters their spiritual, moral, social and cultural development.

Children's behaviour is good and staff take care to develop individual children's self worth and confidence. Staff are consistent in setting clear boundaries for children, which helps them learn to take responsibility for their own actions. Staff are successful in developing children's sense of belonging and involvement in the group. Staff are enthusiastic role-models and encourage children to contribute fully in the play and learning activities. Children respond well to prompts to care for their surroundings, resources and each other.

Children have an ample range of opportunities to learn about themselves and each other. The setting's learning programme includes a broad range of activities well organised to reflect diversity and develop children's awareness of the wider world. Children learn about their local community through planned activities and regular

visitors. Children also visit local shops and places of interest.

### Nursery Education

The partnership with parents is good and contributes significantly to children's well-being at the setting. Staff keep clear information on individual children's achievements and ensure parents know how their children are progressing. Children benefit from their parents awareness of the planned learning themes and staff encourage parents to extend children's learning at home. Parents are kept up-to-date with access to well placed notice-boards and are encouraged to be supportive and attend outings and open days.

### Organisation

The organisation is good.

Children are happy and benefit from the good organisation of the setting's spacious rooms and colourful play environment. Staff are effectively deployed to encourage children's development and communicate well to support individual children's achievement. The indoor and outdoor play areas are well prepared to encourage expressive and physical activities and provide plenty of learning opportunities for children. A generous supply of stimulating and attractive play resources supports children successfully in having fun and learning new skills.

Children benefit from well qualified and experienced staff, who are actively supported by the person in charge. A staff appraisal system is in place to support competence and staff are committed to improving their practice and follow a programme of further training and development.

All required record keeping that contributes to children's health, safety and well-being is in place and is well maintained. The setting has well organised documentation, which is easily accessible to staff and parents. Clear and detailed policy guidance material is also in place to ensure the safe and efficient management of the setting. Overall the provision meets the needs of the range of children attending.

### Nursery Education

The leadership and management within the setting is good. The funded children are successfully supported in their learning by a committed staff team who have a consistent knowledge of children's learning stages. The manager leads staff well in planning a stimulating programme of activities and learning themes, that effectively promote children's achievement. The written evaluation of children's activities lacks detail at times, causing staff to miss some aspects of children's learning. The staff team consult regularly to discuss the effectiveness of their teaching and are experienced in identifying strengths and areas for improvement.

### Improvements since the last inspection

Since the last inspection the nursery has increased the level of staff training,

supporting the setting's outcome in leadership and management. The nursery has introduced clear and well organised records of children's attendance improving the organisation of the setting. Staff have also developed more comfortable methods of feeding younger children, contributing to successful outcomes for children in being healthy and enjoying and achieving.

### **Complaints since the last inspection**

A complaint was received in March 2004 regarding the provider's practice in standard 6, safety. Ofsted carried out an investigation and was satisfied with the outcome. The provider continues to be registered.

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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure all old and worn-out play items and resources are removed and not made available for children

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- review how staff evaluate the effectiveness of the planned activities in supporting children's learning

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website:

