

Hopscotch Day Nursery

13 High Street, Lee on the Solent, Hampshire, PO13 9BS

Inspection date	03/09/2013
Previous inspection date	26/10/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are very happy and settled in the nursery and effective systems ensure their individual needs are identified and met.
- Children show they feel safe and secure in the nursery and arrangements for safeguarding the children are robust.
- The indoor and outdoor environment provides children with opportunities to choose their play materials and follow their individual learning styles.
- The children are welcomed into a warm, friendly setting, where they are valued and included, to ensure no child is disadvantaged.
- Children benefit from the successful partnership between the staff and parents, ensuring key information is shared between them.

It is not yet outstanding because

- Staff occasionally miss opportunities to question children to extend their thinking and understanding.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector discussed the format of the inspection on arrival.
- The inspector observed activities in the indoor and the outside learning environment.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector took account of the written views of parents and those spoken to on the day.

Inspector

Alison Large

Full Report

Information about the setting

Hopscotch Day Nursery registered in 2010 and is one of four privately owned settings. The nursery is located in the Lee on Solent area of Hampshire. The nursery operates from a purpose built building and all the rooms used for the children are on the ground floor. All children have access to fully enclosed outdoor play areas for their age groups. The nursery opens each weekday from 7.30am to 6.30pm for 51 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 122 children in the early years age group on roll. The nursery employs 24 members of staff and a qualified cook. Of these, one member of staff is a qualified early years professional and most other staff hold relevant childcare qualifications.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide more opportunities to develop and extend children's vocabulary with particular regard to staff listening to, and skilfully questioning, the children.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy their time at the nursery. The staff create an environment where the atmosphere is positive and encouraging. Children take pleasure in their learning and achieve well in relation to their starting points. Throughout the nursery, children are making good progress in all areas of development. Staff build warm relationships with the children and as a result they are confident to join in activities and make friendships with the other children. Educational programmes are varied and offer play opportunities to meet every child's needs. As a result, outcomes for children are good. During creative play, children are able to experiment with the texture of sand, wood shavings and dough and enjoy painting and gluing activities. Younger children are beginning to use tools such as paintbrushes and glue sticks with confidence; older children are becoming confident in naming colours and shapes, and the oldest are progressing to writing their own name and understanding simple mathematical concepts. Children develop very good communication skills and chat happily both to one another and to adults. However, some staff miss opportunities to prompt or question children's thinking and discussion to help reinforce and extend their understanding.

Staff teach children to work well together; helping them to negotiate how to assemble the train tracks in the toddler room, for example. In the pre-school room, they create imaginary, role-play games in the home corner, happily using the play cooker for preparing meals. Staff help them to understand how to use the computer and they can recognise shapes and name colours. Babies have opportunities to explore resources with their senses. They touch and handle resources to discover how things make a variety of noises and have different textures. They are helped by staff and are able to climb and practise a range of movements in safety.

Parents complete a detailed 'all about me' form before children start at the nursery, which enables staff to identify children's starting points in their learning. Activities are planned around children's interests and focused adult initiated activities are planned to encompass individual key children's next steps. Observations and photographic evidence are collected by all staff and included in each child's learning journey. Staff use a tracking sheet showing how children are progressing in the different areas of learning, and this is also used to identify any gaps in children's progress. The nursery has implemented the required progress check for two-year-olds. This shows parents of those children how their children are progressing and identifies any areas of support that they may need to that their parents can seek help if required. Parents are kept well informed about the life of the nursery via the notice boards and through daily chats to staff. They are invited to comment on their child's progress. They state they have seen their children make very good progress whilst at the nursery.

The contribution of the early years provision to the well-being of children

The nursery has an effective key person system in place to help children settle and form secure emotional attachments. Babies routines are discussed with parents when the child starts and at regular intervals and staff ensure their wishes are met. Babies are supported by staff who help them to become confident in their daily routines as they progress in their development. Staff are caring and offer sensitive care when babies are being settled to sleep, bottle fed or having their nappies changed. Children are taught to behave well, they are learning to share and take turns and play well together. Good systems are in place for behaviour management. The nursery has a thorough behaviour policy in place and staff are consistent in giving children lots of praise and encouragement during the day. Staff help children to feel safe and secure at the setting; children's safety is promoted effectively and good systems are in place to ensure the nursery remains secure at all times. Children understand the need to keep safe as they regularly practise the emergency evacuation procedure and discuss why they should not run indoors in case they hurt themselves.

Children are learning about good hygiene routines and enjoy washing their hands after messy play, before eating and after using the toilet. Staff are aware of children's dietary needs. They follow appropriate procedures to deal with any health issues such as outbreaks of head lice. Detailed records are kept of accidents and medication administered. The nursery provides a good variety of healthy and nutritious meals and snacks that are all cooked on the premises, and children benefit from the carefully

balanced menu offered. Children have daily use of an outside play area and daily physical exercise is included in the planning. Staff provide good outdoor play opportunities that the children enjoy; they can climb, run and jump. As a result, children are energetic and manoeuvre themselves with good levels of capability. Staff help support the children well when they first join the setting and very well as they move onto the older age groups. Good relationships are being developed with the local schools the children will move on to, to ensure children have a successful progression into school. Staff support the children well as they develop their independence and gain the skills needed to be ready to move on.

The effectiveness of the leadership and management of the early years provision

The nursery is well organised and staff work well together to provide a safe and secure environment. Children are safeguarded well, as effective systems are in place to ensure staff that have a good awareness of safeguarding procedures and are aware of their roles and responsibilities care for them. There are strong vetting and recruitment procedures in place, which helps to ensure the suitability of those individuals working with children; appraisal systems are annually completed for all staff and the induction process is thorough. Clear records of risk assessment show how safety is prioritised in all areas both inside and outside. Staff supervise the children well and use clear explanation to help ensure that children learn to understand hazards. Staff also carry out daily checks before the nursery opens, to ensure all areas remain safe for the children to use. Systems for self evaluation, monitoring and evaluating the settings practice are in place to ensure continual improvement takes place. For example, the recommendations made at the last inspection have been met and staff now clearly track each child's progress in the different areas of learning.

Equality and diversity is promoted well. Children are provided with an inclusive environment and learn about valuing each others differences. Children benefit from being cared for by staff that work very well together as a team and share a commitment to improvement. They are involved in all aspects of the provision and contribute fully to the planning. The very good partnership between the nursery and parents ensures relevant information is shared between them. Parents are kept informed about daily routines, and activities through the notice board and chatting to staff. Parents express confidence in the standard of care, communication and their child's preparation for the future. They feel very welcomed into the setting and are very happy with the progress their children are making. The information displayed in the reception area ensures parents are kept fully informed about the life of the nursery. Systems are in place to liaise with other providers the children may attend, to ensure information is shared about their learning and continuity of care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY397851
Local authority	Hampshire
Inspection number	931848
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	83
Number of children on roll	122
Name of provider	Hopscotch Day Nurseries (Fareham) Ltd
Date of previous inspection	26/10/2010
Telephone number	02392 545 091

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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M1 2WD

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