Inspection of Hopscotch Day Nursery Gosport

Hopscotch Day Nursery, The Guard House, Mumby Road, GOSPORT, Hampshire PO12 1NY

Inspection date:	27 April 2023

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Children happily arrive at the nursery and receive a warm welcome from staff. Children who arrive early enjoy 'breakfast club'. Older children confidently find their friends upon arrival and talk about what they might be having for lunch. Babies are dropped off and picked up from a separate, self-contained building. Children enjoy a variety of sensory activities. For example, older children explore the mud kitchen in the garden. Toddlers practise using rolling pins to roll out play dough. Children find shells in the sand and ask others if they can hear the sea. Babies have access to a sensory room that they explore in small groups.

Children can freely access the outdoor environment from their room. Toddlers enjoy looking at pictures of different facial expressions and are encouraged to try to copy them. This supports children's communication and language development. Older children make cars out of big crates and planks and are reminded to take turns to sit in the driving seat. They pretend to drive to the shop and talk to each other about what they might buy. Children sing songs while they play and are reminded how to be safe when sitting on the crates.

What does the early years setting do well and what does it need to do better?

- The newly recruited manager has worked hard to implement changes needed to address the actions raised at the last inspection. The leadership team have worked together to ensure that staff feel supported with these changes. They are committed to providing staff with the support they need.
- The leadership team regularly reflect on feedback they receive. They actively respond to any concerns raised. The manager makes sure staff have regular training opportunities. For example, staff have recently had training to review the environment to ensure it is enabling children to learn. They have recently attended safeguarding training. As a result, staff are clear on their roles and responsibilities.
- Staff receive regular supervision where they discuss the needs of the children. The manager and staff agree strategies to best support children. Staff can request resources and training to help promote children's development. For example, staff are beginning to use visual aids to support children's understanding. However, some practices have not yet been embedded across the staff team. As a result, not all staff respond to children consistently.
- Children with special education needs and/or disabilities are supported well. Changes to the environment have been made to enable staff to better support children's individual needs. For instance, the manager has created a quiet space for children to have more adult-directed time. This is having a positive impact on children's emotional development.
- Staff know the children well and have an effective key-person system in place.

Staff follow the children's interests when planning activities. For example, children take part in maths activities outside. They throw beanbags into hoops and work out which has more and less.

- Children understand the rules and what is expected of them. For example, when the timer goes off they know it is time to tidy up and do so independently. Babies are beginning to remember where resources belong.
- Staff encourage children to manage their own personal care. For example, babies are helped to wipe their own faces. Older children serve their own snack, wash their plates up afterwards and pour their own drinks. This is helping to promote children's independence.
- Staff monitor children's development regularly and plan activities to help support their individual needs. For example, they identify children who need support with their communication development and organise activities to promote language. However, staff do not always tailor their interactions during activities to ensure all children are fully supported.
- Most parents are happy with the care their children receive. They know who their child's key person is and receive regular updates about the development children are making. Parents come into the nursery when they collect their children after being stopped due to COVID-19. They report how positive it is to see what the children have been doing each day. Most parents feel the communication has improved.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead (DSL) understands her role and responsibility. She knows how to identify signs of abuse, including if a child is being exposed to extreme views. Staff know how to report concerns they may have about children to the local safeguarding partners. The DSL knows how to report allegations made against staff. The manager ensures the premises are safe for children. Staff attend regular safeguarding training and discuss any concerns they have at regular meetings. Staff carry our regular risk assessments on the activities they provide for children to ensure that they are suitable.

What does the setting need to do to improve?

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

- develop staff practice to ensure staff respond to children's needs consistently
- strengthen staff support and help staff to understand how to deliver intended learning more effectively for all children.

Setting details

Unique reference number	EY303839
Local authority	Hampshire
Inspection number	10262649
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	88
Number of children on roll	106
Name of registered person	Hopscotch Day Nurseries (Gosport) Ltd
Registered person unique reference number	RP525166
Telephone number	02392 521456
Date of previous inspection	26 October 2022

Information about this early years setting

Hopscotch Gosport registered in 2005. It is situated in The Guard House, close to Gosport town centre in Hampshire. The nursery is open each weekday, from 7.30am to 6pm, for 51 weeks of the year. The nursery is in receipt of early education funding for children aged two, three and four years. The owner employs 25 members of staff. Of these, 18 hold relevant early years qualifications.

Information about this inspection

Inspector
Pippa Clark

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector spoke to several parents during the inspection and took account of their views.

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.

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