Inspection of Hopscotch Day Nursery Botley

Hopscotch Day Nursery, Church Lane, Curdridge, SOUTHAMPTON SO32 2DR

Inspection date:	6 October 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	Good

What is it like to attend this early years setting?

The provision is good

Staff help children to settle and place a strong focus on their happiness. Occasionally, there are some minor issues in how the key-person system is organised for new children starting at the nursery. Despite this, staff readily support young children to make good progress in their learning and development. Babies happily explore and pull themselves up to the low-level window sills. Staff hold out their hands to encourage them to take steps and support their physical development.

Babies enjoy snuggling up with key persons to look at texts, such as board books. This helps to develop their communication skills as they look at the pictures and staff talk to them about what they can see.

Children are confident and independent. They show fascination and curiosity as they go on bug hunts during forest school activities. They work together to decide how to use natural materials to build a bug hotel, based on what they have learned about bug homes. Staff ask meaningful questions to encourage children to share what they know, and children confidently talk about their prior learning.

Staff have high expectations for children's behaviour and support them effectively, such as if they struggle to share. Children behave well and engage in purposeful play. All children, including those with special educational needs and/or disabilities (SEND), make good progress from their starting points.

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

- Leadership and management is good. Staff report that their well-being is supported, and they receive regular supervision and training opportunities to aid their professional development. The manager has a clear vision for the nursery and talks confidently about the sequence of learning. However, not all staff fully understand the intentions behind the curriculum. As a result, the planning and next steps are not as precise as they could be.
- Staff build on what children know and can do. They use this information to provide a range of activities for the children, to help them learn. On occasion, there is some variance in the quality of teaching practice. The manager is aware and is working with senior managers to address this to ensure consistency in teaching throughout the nursery. However, this is yet to be fully embedded.
- Overall, children settle swiftly and are happy. However, there are occasions when key persons are not always available, particularly when children are new to the nursery, or settling in. As a result, this can cause some children to be unsettled.
- Children with SEND are particularly well supported. The special educational

needs coordinator (SENCo) keeps their knowledge current by accessing ongoing training and attending support groups. The SENCo identifies additional needs early and seeks advice from external agencies when children need more help with their learning. The management team uses funding effectively to ensure that all children, including those with SEND, make good progress, to prepare them for their next stage of learning.

- Staff use praise and encouragement to support learning. There are clear expectations, and children understand the rules and boundaries. As a result, behaviour is good.
- Staff are good role models and support children's understanding of personal hygiene. For example, they quickly attend to younger children's personal needs, such as wiping their noses. Older children wash their hands and faces and talk about the reasons for this routine. This helps children to further develop their independence skills and understanding of healthy lifestyles.
- Partnership with parents is effective. Staff gain information about family circumstances and children's interests when they start at nursery. This helps to ensure they can fully support the needs of families. Parents give positive feedback about the care given to their children and the updates they receive on their progress.
- The manager and staff have formed close relationships with the local school. For instance, they visit the on-site library weekly. This helps to support children with transitions, as they are familiar with the surroundings. Staff also work in partnership with other settings children attend. This helps to develop a shared approach to children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff recognise the possible signs and symptoms that indicate children may be at risk of harm or abuse. They know the procedures to report child protection concerns or allegations made against adults working with children. Staff undertake regular training to help to ensure their knowledge remains up to date. They have a secure understanding of a wide range of safeguarding issues, including non-mobile baby bruising protocols, domestic violence and radicalisation. The building is secure and risk assessments are in place to support children's safety.

What does the setting need to do to improve?

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

- build further on staff's understanding of how to plan an effective curriculum that focuses on the intentions of learning before implementing activities
- provide even more support to develop staff teaching skills so all children receive

consistent learning opportunities

- strengthen the key-person system with regard to new children and availability of staff to support them when they start.

Setting details

Unique reference number	EY409191
Local authority	Hampshire
Inspection number	10311184
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	120
Number of children on roll	195
Name of registered person	Hopscotch Day Nurseries (Botley) Ltd
Registered person unique reference number	RP529716
Telephone number	01489798605
Date of previous inspection	18 September 2019

Information about this early years setting

Hopscotch Day Nursery Botley registered in 2010 and is one of eight privately run nurseries owned by Hopscotch Day Nurseries Botley Ltd. The nursery is located in the Curdridge area of Botley, in Hampshire. The nursery is open each weekday, from 7.30am to 6pm, for 51 weeks of the year. The provider receives funding for the provision of free early education for children aged two, three and four years. There are 36 staff employed to work with the children. Twenty-two staff hold a qualification at level 3 or above. Two are qualified at level 2 and 12 are unqualified.

Information about this inspection

Inspectors
Lindsay Osman
Sherrie Nyss

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and one inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to one inspector about how they support children with SEND.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- One inspector carried out a joint observation of a physical activity with the manager.
- Parents shared their views of the nursery with one of the inspectors.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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