Inspection of Hopscotch Day Nurseries (Regents Park) Ltd

188 Regents Park Road, Southampton SO15 8NY

Inspection date:	16 July 2025

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

The provider's education programme is ambitious and carefully sequenced to support all children to make the progress that they are capable of. Children have strong relationships with staff and feel safe and secure at the nursery. They seek out staff for reassurance and comfort when needed, and very young babies and toddlers demonstrate high levels of confidence and independence in their play and self-care routines. For example, when babies have finished their lunch, they push back their chairs from the table, reach down to find their flannel from beneath their chairs and wipe their own hands and face before going off to continue playing and learning, clearly demonstrating great familiarity with the daily routine and self-efficiency in these care tasks. This supports them well for their next stage in learning.

The key-person system means that children receive tailored support from the moment they start, to help them settle and support staff to plan carefully for their individual needs. Staff use their detailed knowledge of children's unique family circumstances to focus support for what children need to learn next. This helps ensure that all children, including those with special educational needs and/or disabilities (SEND), make good progress. Children are eager to learn, and enjoy exploring books, rhymes and songs at the setting. Staff find creative and engaging ways to bring stories to life, which supports children's early literacy and develops their growing vocabulary. For example, children delight in exploring shaving foam outside to represent the swirl of the snowstorm in 'We're Going On a Bear Hunt'.

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

- The curriculum in place is carefully thought out and grows in complexity over time to match the needs and abilities of the children. Leaders continue to build on the knowledge and skills of their staff by providing a comprehensive package of staff training, coaching and support to ensure the intention for children's learning is shared and easily identifiable in activities and daily routines. This supports staff to understand what they are teaching children and why. As a result, staff become confident and skilled when implementing the curriculum in their everyday practice and interactions.
- Staff promote children's communication and language well, overall. They get down to the children's level and interact with them warmly. They ask questions that promote children to think creatively and find solutions for themselves. For example, when toddlers struggle to build the train track, staff point out the difference in the grain on the top of the wooden pieces of the track from the bottom, which is darker. Staff ask what they can do, and children work out for themselves that they need to turn all the pieces over so that the lighter coloured pieces are faced up before they try connecting the track together.

- Staff support and encourage all children to be independent. For example, older children pour their own drinks, and serve their own vegetables. Very young babies are able to feed themselves. Staff further support younger children's independence by modelling simple language to help them communicate their wants and needs, such as 'more, 'pudding, please' and thank you. In addition, staff underpin this further with simple Makaton sign for key words, such as 'finish' and 'waiting'. When children use simple words or gestures, staff celebrate their efforts and their peers join in, clapping enthusiastically along with the praise and recognition. Children are learning to be self-sufficient and value the contributions and successes of their own and others' achievements.
- The staff are kind and treat children with respect. For instance, they find their comforters before putting children down to sleep and seek permission before changing their nappies. They use visual prompts for children who have additional needs to help them understand what is being asked of them. In general, this contributes to children's positive behaviours, and they develop a sense of security. However, on occasions the rules and boundaries that are in place are not consistently reinforced by all staff. For example, staff do not always remind children about how to share and look after the resources. At these times, staff do not fully support children to learn expectations and consequences.
- Staff work in partnership with multi-agency professionals and parents. This supports staff to implement strategies to support children with special educational needs and/or disabilities (SEND). They work effectively to ensure that plans are reviewed and updated frequently and ensure that children receive any additional resources that they are entitled to. This supports children with SEND to fully access the curriculum and make progress to close gaps in their learning.
- Overall, parents are happy with the provision at the nursery. They say that they feel well supported by their child's key staff. In addition, they feel listened to by the provider when issues are raised. However, managers do not consistently ensure that all parents are aware of what their children are going to learn next, or share ideas of how parents can support them at home. This does not help them to continue their child's learning at home and make even greater progress than they currently make.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to consistently implement the behaviour policies of the setting and strategies to support children to fully understand what is expected
- improve systems for sharing ideas and strategies about how to support children's learning at home.

Setting details

Unique reference number	2621211
Local authority	Southampton
Inspection number	10410975
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	80
Number of children on roll	105
Name of registered person	Hopscotch Day Nurseries (Regents Park) Ltd
Registered person unique reference number	2621210
Telephone number	02380776655
Date of previous inspection	17 September 2024

Information about this early years setting

Hopscotch Day Nurseries (Regents Park) Ltd registered in 2020 and is located in Southampton. The nursery is open from Monday to Friday, 7.30am to 6pm, for 51 weeks of the year. The nursery receives funding for free early education for babies from birth to four-year-old children. There are 31 members of staff who work with the children. Of these, 3 hold a level 6 qualification and 16 hold appropriate early years qualifications at level 2 and above.

Information about this inspection

Inspector
Leanne Merritt

Inspection activities

- The managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The manager and the inspector carried out a joint observation of lunchtime.
- The inspector discussed the intent of the activities on offer and observed staff's interactions during activities, indoors and outdoors, and assessed the impact this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector talked to staff at appropriate times during the inspection, including about how they support children with SEND.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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.

If you are not happy with the inspection or the report, you can complain to Ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at https://reports.ofsted.gov.uk/.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025