

Inspection of Hopscotch Day Nursery

School Road, Kelvedon Hatch, Essex CM15 0DH

Inspection date: 23 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are excited to arrive at this friendly nursery. They separate from carers happily, and enthusiastically explore this stimulating learning environment. Staff plan engaging activities which they adapt well to meet the learning needs of all children. For example, toddlers make nests out of cereal. Staff encourage them to explore scientific concepts, such as melting and freezing. They develop mathematical skills by weighing and counting out ingredients. Babies enjoy the same activity with their key staff. They explore the different textures, and staff model new vocabulary to support their language development.

Children confidently explore the extensive outdoor area. They learn to manage risks in their play while navigating the age-appropriate play equipment. Staff encourage children to explore potential hazards and the possible impact they could have on themselves and others. For example, children use hose pipes to fill containers with water. They understand they must be careful so that their friends do not trip over the pipes.

Children with special educational needs and/or disabilities are well supported in the nursery. Staff work exceptionally closely with carers and other professionals. They attend various meetings and undertake additional training to ensure children receive the high levels of care they need. This supports all children to make good progress from their starting points.

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

- Children of all ages develop a love of books to support their literacy skills. Every room has age-appropriate reading areas and resources for children to explore. For example, toddlers use puppets to recall their favourite stories. Babies become deeply engrossed exploring the textures in various sensory books.
- Partnerships with parents and carers are strong. The manager and staff provide regular opportunities for families to engage in children's learning. For example, children prepare special breakfasts to share with their loved ones. Parents are highly complementary about managers and staff. They comment on the deep knowledge staff have of children and how this supports their well-being.
- Managers and staff work closely with the host school. This allows children access to a wealth of additional learning opportunities. For example, children enjoy swimming lessons during the summer months, and have use of the school playground area. The nursery engages well with the local community. Children receive a rich set of experiences that supports their understanding and appreciation of the environment they live in. For example, children visit the local care home where they sing songs and engage with the elderly residents.
- Staff support children's curiosity particularly well in the pre-school room. They

swiftly extend activities to enhance children's knowledge of their chosen topic. For example, children describe the key features of the flowers they explore in an art activity. When they show an interest in how the flowers grow, staff encourage them to take them out of the pots and explore the bulbs and roots.

- The management team are committed to supporting staff from the start. They have robust induction processes in place. This supports new staff to settle well within the team. Managers conduct regular appraisals and supervisions to identify training needs and support staff well-being. Staff have access to a wide range of online training opportunities to enhance their knowledge.
- Staff in the pre-school and toddler rooms make excellent use of daily routines to support children's understanding of appropriate behaviour. Lunchtime is a very sociable event, where staff eat their meals together with children. They discuss the importance of healthy eating and essential hygiene practices. Staff consistently support children's table manners and praise their polite behaviour. However, lunchtime in the baby room is a little chaotic. Staff sit children down to eat together, but they receive their food at different times. As a result, some children becoming restless and leave the table. This does not support babies to establish appropriate mealtime routines.
- Staff have good knowledge of children's abilities. They use this information to plan activities based on children's interests and learning needs. However, methods used to assess children's development are inconsistent. This does not fully support information about children's progress being shared effectively with carers and other professionals.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand their responsibilities to keep children safe. They have a thorough understanding of the signs which could mean a child is at risk from harm. All staff explain the correct process to follow when raising safeguarding concerns. Furthermore, they have a clear understanding of who to contact if they feel their concerns are not being addressed. Staff complete regular risk assessments of all areas of the nursery and supervise children well in activities. All staff hold appropriate paediatric first-aid and safeguarding qualifications.

What does the setting need to do to improve?

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

- support room leaders to continuously evaluate the environment and care routines to ensure they continue to meet the needs of all children
- enhance methods of monitoring and assessment to allow high-quality information to be shared with carers and used to further children's development at home.

Setting details

Unique reference number	EY248665
Local authority	Essex
Inspection number	10279798
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	1 to 11
Total number of places	35
Number of children on roll	79
Name of registered person	Hopscotch Day Nursery (Essex) Limited
Registered person unique reference number	RP521261
Telephone number	01277 372826
Date of previous inspection	2 August 2017

Information about this early years setting

Hopscotch Day Nursery registered in 2003. The nursery employs 10 members of childcare staff. Of these, seven hold an appropriate early years qualification at level 3 or above, including two with level 6 qualifications. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Antonia Campbell

Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The inspector considered the views of parents by speaking to several during the inspection and reviewing feedback letters.
- The inspector looked at relevant documents, including evidence of the suitability of all staff.
- The inspector observed the interactions between staff and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and manager completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with staff about the monitoring of learning and development in the setting and tracked the progress of several children.

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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