

Treetops at Hopscotch Private Day Nursery

Inspection report for early years provision

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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Hopscotch Private Day Nursery is privately owned, trading under the name of Treetops Nurseries. The company currently have 31 registered day care facilities throughout the country. The nursery has been registered under the current ownership since 2007 and are based on the outskirts of Chester. The nursery serves the local and further communities. The setting operates from a large, converted detached property on the outskirts of Chester City. All children share access to the large outdoor play areas.

The nursery is registered by Ofsted to care for a maximum of 64 children, from birth to under eight year's old. They are registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. Children come from the local areas. There are currently 71 children on roll in the early years age range. The nursery is open from 7.30am to 6pm, Monday to Friday throughout the year.

The nursery currently supports children with special educational needs and/or disabilities and children who have English as an additional language. The nursery employs 12 members of staff, 10 of whom have early year's qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The relationship between the key workers and the children and their parents are highly effective in ensuring outstanding outcomes for all children. The liaison between the key workers, parents and other providers of the Early Years Foundation Stage contribute exceptionally well to children's inclusion and the ongoing identification of their individual needs. Staff at the nursery work very hard to make the most of planned outings and all indoor and outdoor space and resources to provide an interesting and stimulating environment built around the children's current and ever changing interests. There are excellent systems in place to evaluate the provision which meaningfully include the management, staff, parents and their children. Most systems to ensure children feel safe and secure at all times are in place.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing the systems in place to support children in feeling safe and secure during changes that may occur in the routine, including the arrival of visitors.

The effectiveness of leadership and management of the early years provision

The day to day staff and overall management are a strong team who are committed to continually improving outcomes for children. The staff have developed positive relationships with other providers of the Early Years Foundation Stage thereby ensuring high levels of inclusion for all children on roll.

The staff have a good understanding and strong commitment to supporting children with special educational needs and/or disabilities and children with English as an additional language. With parental support this includes identifying children's individual requirements and ensuring the appropriate professional support is accessed which further promotes inclusion.

The extensive risk assessments in place identify possible risks to children in all indoor and outdoor areas and all outings involving the children. Safeguarding is a priority at the nursery and all staff have an excellent awareness of the policies and procedures to be followed. All adults are suitably checked and vetted. There are extensive self-evaluation systems in place which include high input by the management, staff and all children and their parents. The systems identify areas of strength and areas for further improvement on an ongoing basis.

Engagement with parents is exemplary. There is daily written and verbal two-way exchange of information to ensure each child's needs are identified and met. There is a weekly online bulletin for parents and carers and planning, menus and information about activities are displayed around the nursery. Parents come into the setting to undertake workshops and they are involved in raising funds for children's resources and equipment and other charitable organisations. Parents have free access to their child's profile and the policies are accessible in the entrance hall at all times.

The quality and standards of the early years provision and outcomes for children

The staff make excellent use of all indoor and outdoor space and resources to provide an interesting and challenging environment for the children. Children's current and ever changing interests are fostered very well by their key workers and fully included in the planning. The children explore their environment, identifying features and noticing the natural world. The staff take them on interesting outings including a visit to the local retail park where they purchase goldfish to name and take back to the setting to care for. They also like to visit the local church to see the coloured stained glass windows and on return to the nursery make their own creations using various mediums like coloured cellophane and card frames. Children like to wear their wellingtons to walk around the local canal under vigilant supervision of the staff. Here they notice the birds and wildlife and the changing seasons. Children also like to visit the local zoo where they talk about the different animals from around the world and look for these in story and reference books during extended activities. Children enjoy having visitors to the nursery as part of

their learning. Each week they receive the French Language Teacher who encourages them to learn some simple French words. The children also look forward to visits from the Sporty Kids company who come into the nursery to encourage their interest in sports and physical activities. The children learn about a healthy lifestyle through visitors, stories and discussions during meal times. They are provided with an extensive menu that includes meat, fish, pasta, vegetables and fruit for snack times. Children's individual diet requirements are fully acknowledged by the nursery cook at all times.

Staff ensure the children have a high level of understanding about personal safety and the safety of others around them. They ensure all children are included in regular fire evacuation procedures. The staff also remind children to be careful of slippery leaves as they run around the garden and of others around them as they ride round on their trikes. Children have a high regard for one another and the staff. They show they have a good sense of feeling safe in their environment as they confidently seek out assistance or comfort when they need it. However, at times the staff do not always ensure children continue to feel safe and secure during changes to their routine such as the arrival of visitors. The children have a very good understanding of road safety. They explore this in the outdoor play areas talking about the traffic signs and stop and go signs. They learn to cross the road safely using pedestrian crossing under close supervision of the staff. The children always wear high visibility jackets on their outings. The children's sense of belonging is fostered exceptionally well as their photographs, paintings and collage work is displayed well on their playroom walls and from the ceilings.

The children show high levels of interest as they explore skills for the future. They enjoy using an extensive range of programmes on the computers which support their problem solving skills. The programmes extend children's learning about numbers, calculation, colour and shape. They also enjoy following the voice instructions and use the key boards and mouse with confidence. The more able children like guessing games as they try to estimate how many marbles there are in the jar. Children are encouraged by the staff to count during every day routines such as calculating how many cups and plates are needed at snack times and how many children there are in the line up. Children's skills for the future and their awareness of the wider world is a key strength and staff consider this a high priority. For example, children like to use the designated 'eco room' which is free flow in and out from the outdoor play areas. Here the children can make tents out of recycled clothes, use magnifying glasses in the garden to find insects or take the trowels out for digging and planting activities. They further explore recycling as they make their own compost to plant, grow and harvest their own food. Older more able children also like to recycle plastic milk bottles to create their own large three dimensional outdoor igloo as part of their topic work. They also look through story and reference books and search the internet with the staff for further information about recycling and the wider world.

Children are beginning to have a good understanding about people who have different needs, views, cultures and beliefs. They play with a broad range of toys and resources that reflect positive images of diversity including dolls, dressing up clothes and small world people depicting images of culture and disabled people.

They also explore a broad range of festivals around the calendar year through artwork, stories and visitors, and through food tasting activities.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met