

# Hop Skip And Jump

Guildford Road, Chertsey, Surrey, KT16 0PZ

<b>Inspection date</b>	29/10/2012
Previous inspection date	01/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Staff do not fully promote children's safety. They do not successfully consider the risks to children when they engage in risky play to ensure that they are safe and they have not removed all hazards in the outdoor area.
- The systems to monitor and evaluate the provision do not successfully identify the areas that do not meet the requirements of the Early Years Foundation Stage. Consequently, children's needs are not sufficiently met.
- The manager does not deploy staff effectively to meet the needs of all children and does not ensure that all volunteers understand their roles and responsibilities. There is no key worker system in place to enable the younger children to have a familiar adult to help and support them during the day.
- Children receive mixed messages with regards to acceptable behaviour and following the rules. Consequently, at times older children's behaviour impacts on the younger children and they do not always engage in safe play.
- Staff do not gain information about children's starting points from parents or other providers in order to plan an interesting and motivating range of activities based on children's capabilities and interests that complement the learning they receive at school.

### It has the following strengths

- Staff welcome children and parents into the playrooms and informally share information

about the day.

- Children have opportunities to play in the fresh air and participate in active play outdoors.

### **Information about this inspection**

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

### **Inspection activities**

- The inspector observed activities in all four play rooms and the garden at different times during the day. In addition she completed a joint observation with the deputy which identified emerging weaknesses.
- The inspector took part in ongoing discussions with the director about leadership and management and safeguarding.
- The inspector viewed a range of documentation, including a selection of policies, the weeks planning and staff files.
- The inspector spoke to staff while taking into account the needs of the children.
- The inspector spoke to some parents who were dropping their children off.

### **Inspector**

Lorraine Sparey

## Full Report

### Information about the setting

Hop Skip and Jump holiday playscheme has been registered since 2003. It is located in the grounds of St Peters Hospital in Chertsey and is linked with First Steps Day Nursery. It gives priority to children of staff employed at the hospital. The premises used by the playscheme are purpose built. There are designated quiet rooms, with a large room available for group activities. Children have access to a secure outdoor play area. The playscheme is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 116 children on the mailing list. On the day of the inspection there were three children in the early years age group present. The playscheme opens from 8am to 6pm, Mondays to Fridays during school holidays. The playscheme employs three members of staff or more, depending on the number of children attending, all of whom hold early years qualification. In addition they have volunteers who attend.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure children are assigned a key person so that every child's care is tailored to meet their individual needs and to help the child become familiar with the setting
- ensure staffing arrangements meet the needs of all children and ensure their safety. Ensure that volunteers are competent and responsible to fulfil the requirements of their roles
- ensure children's safety by: a) ensuring children are supported in using the equipment safely particularly with risky play; b) assessing the risks of the equipment the children use while participating in risky play; c) removing potential hazards to children, particularly in the outdoor area
- develop a culture of mutual support, teamwork and continuous improvement by: introducing a process of rigorous self-evaluation to identify areas of weakness to promote the continuous development and improvement of the provision
- ensure all staff implement the behaviour management policy consistently to help children feel safe and secure in their play and other activities

- develop systems to gather information from parents about children's starting points in order to plan an interesting and motivating range of activities based on children's capabilities and interests that complement the learning they receive at school

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff do not sufficiently meet the individual needs of all children. Children do not have an allocated key person to support them during their time at the playscheme. Some staff show interest in what the children are saying and doing and at times become involved in their play. However, there are times when their deployment does not effectively support children with regard to their care and learning. For example, children look for support to build a car track and are unable to find a member of staff. They ask a visiting adult for help, however, the resource is broken and children quickly lose interest. As some resources are not stimulating or complete, children are not always able to initiate their own play and learning well. Staff have an activity planned daily, such as talking about Guy Fawkes Night. In addition, children can put forward their ideas for activities. For example, on the day of the inspection older children asked to make corn flour gloop and the staff did not do the activity they had planned. This flexibility supports the needs of some children, particularly older, more confident children. However, children who are attending for their first time are less confident to identify and ask for what they would like to do as they do not have a special key person that they have formed a bond with.

Some senior staff have attended a briefing on the revised Early Years Foundation Stage framework. However, they have not cascaded this information or the relevant documentation down to all staff. Consequently, some key staff are unaware of the revised requirements and how to implement them. Staff gather basic information from parents about children's care needs. However, they have not considered fully how they could gather information about children's starting points from parents or other providers with regards to their child's learning and development in order to complement the learning they receive at school. This means that staff are not clear about children's capabilities and interests. Consequently, some of the children are not fully engaged in activities that will interest and motivate them. Children enjoy experimenting with the foam soap. A child asks if they can make corn flour gloop and they mix it together. Several children join in, adding water and black colouring. They experiment with different thickness of the mixture. Some children laugh as their hands become stuck, encouraging others to help them pull their hands out. Other children enjoy playing with aeroplanes, developing their own games with their friends. Children can freely move between the indoor and outdoor area during the day, which means they have some choice about where they wish to play.

#### The contribution of the early years provision to the well-being of children

Some children are developing positive relationships with staff and other children. They have attended the scheme before and are confident to move around the environment, choosing what they would like to play with. However, some children are new to the scheme and are not confident and require support. There is no system in place to allocate children a key person to provide this support. Consequently, some children are not sure who to approach when they need help as they have not developed a bond with any of the staff. In addition children receive mixed messages. For example, a child asks a member of staff if they can play in the ball pit. There is a rule that states six children may use the ball pit at any one time. The child checked, recognising there were five children playing at that time. The member of staff told the child she could not play because the other children were too noisy. Another child asked a different member of staff and she told them they could play in the ball pool. As a result, children do not understand how to follow the rules when staff are not consistent. Other children play well together and are keen to involve adults in their play. For example, several children play a board game with a member of staff, waiting their turn and supporting their friends in counting the number of spaces they need to move. However, on other occasions older children become frustrated and speak abruptly to younger children causing them to become upset. At times this goes unnoticed by staff, therefore, children do not receive the emotional support they need to build their confidence.

Children can access water throughout the day. Each child has their own named water bottle. They are encouraged to have a snack during the morning which is organised over a period of time to allow children to choose when they would like to eat. Children bring their own packed lunch and staff sit with them, creating a social event. In general, children follow appropriate hygiene routines. They know to wash their hands before food and after using the toilet. However, some staff do not support children in blowing their noses at appropriate times and as a consequence children use their sleeve. This does not fully promote children's understanding of self-care skills.

At times, children engage in unsafe play. They use roller skates and a skateboard on the slope outside the playroom. Other children use bikes on the pathway that goes across the bottom of the slope. Staff do not promote children's understanding of using the equipment safely. They do not discuss with the children the potential dangers of rolling down the slope whilst others are riding along it. Some children enjoy using the ball pool which helps to develop their physical skills. However, at times, staff do not adequately supervise the resource and children are not encouraged to consider that their risky play may hurt another child; for example, as the children forward roll in to the ball pool together. The outside area has several hazards, such as metal poles protruding from a bucket full of water. There are broken plastic goal posts with sharp pieces that are potential hazards. Staff complete a visual safety check each day but do not address the hazards. Therefore, they do not fully support children's safety or their understanding of how to stay safe.

**The effectiveness of the leadership and management of the early years**

**provision**

There is a wide range of policies and procedures in place for the playscheme; however, staff do not implement these effectively to meet children's needs with regards to their care and learning. There are some risk assessments completed; however, these are very general and do not consider individual equipment and how it must be used appropriately to support children's safety. For example, staff have not assessed the risk with regards to children using the ball pool, or equipment, such as roller skates. In addition, staff do not always support children in understanding the rules to promote acceptable behaviour and keep safe. At times, different staff give the children different messages. As a result children do not always understand the expectations and boundaries.

Staff demonstrate appropriate knowledge of child protection. They have attended training and are clear on the procedures they would follow in the event of a concern. The hospital Human Resources department complete the staff recruitment. There are some systems in place with regards to staff supervision, training and appraisals. There is also a two day induction process covering safeguarding, and health and safety. However, the systems link mainly to the work the staff do in the nursery which the playscheme is attached to, and not the playscheme. Volunteers attend the scheme. However, they do not provide support to the children and are at times are not a positive role model because they do not interact with the children at all. This is because the provider does not ensure they understand their roles and responsibilities or have the skills required to help them support the children.

There are some very basic systems to monitor and evaluate the provision. Staff talk to children about what they would like to do. They talk to parents when they are dropping off and collecting their children. However, these do not successfully identify areas to improve which will enable staff to meet the requirements of the Early Years Foundation Stage. In general, the staff have met the previous recommendations from the last inspection. However, this is not the case with regards to the daily risk assessment. Although there are clearly visible risks in the outdoor environment, staff have not taken action to minimise these.

Staff develop positive relationships with parents. They provide them with some information on the notice board and through informal discussions. Parents spoken to as part of the inspection say their children enjoy coming and staff are welcoming and approachable.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met**

**(with actions)**

**To meet the requirements of the Childcare Register the provider must:**

- put in place effective systems to ensure that any person caring for, or in regular contact with, children have skills and experience suitable for the work (Suitability of persons to care for, or be in contact, with children) (compulsory part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (Suitability and safety of premises and equipment) (compulsory part of the Childcare Register)
- put in place effective systems to ensure that any person caring for, or in regular contact with, children have skills and experience suitable for the work (Suitability of persons to care for, or be in contact, with children) (voluntary part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (Suitability and safety of premises and equipment) (voluntary part of the Childcare Register)

**What inspection judgements mean**

<b>Registered early years provision</b>		
<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement

is that the provider continues to meet the requirements for registration.

Not Met

The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY253334
<b>Local authority</b>	Surrey
<b>Inspection number</b>	833067
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	116
<b>Name of provider</b>	Ashford And St Peter's NHS Trust
<b>Date of previous inspection</b>	01/06/2011
<b>Telephone number</b>	01932 722192

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## Type of provision

For the purposes of this inspection the following definitions apply:



Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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