

Hopton School House

18 Hopton Road, Cam, Dursley, Gloucestershire, GL11 5PB



Inspection date	6 December 2016
Previous inspection date	6 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and staff are highly motivated to provide good-quality childcare. The manager supports staff in their professional development and actively encourages them to access training opportunities to help raise the quality of their teaching. This has a positive effect on the outcomes for children.
- Children progress well in their learning. Staff complete detailed observations and assessments to help them track the children effectively. They use this information to provide stimulating activities to support children in their next steps of learning.
- Children settle quickly at the setting. They are confident and have good levels of self-esteem. Staff help children build close emotional attachments. They provide good support for those children who need extra help to catch up.
- Links with parents and other early years professionals are good. Staff regularly share information about children's progress with all those involved in the children's care. This helps both parents and other professionals to be fully involved in children's learning.

It is not yet outstanding because:

- Staff do not make the best possible use of opportunities to extend children's mathematical understanding, in particular developing an understanding of the passage of time.

What the setting needs to do to improve further

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

- use every opportunity to further extend children's understanding of mathematics, with particular regard to the passage of time.

Inspection activities

- The inspector observed activities and staff's interactions with children in all rooms and the outside learning environment.
- The inspector had discussions with the manager, staff and the children.
- The inspector checked the evidence of suitability checks and qualifications of staff working with children, and looked at the setting's self-evaluation and improvement plan.
- The inspector took into account the views of parents spoken to on the day.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures, and written policies and procedures.

Inspector

Hilary Tierney

Inspection findings

Effectiveness of the leadership and management is good

The staff have a clear and up-to-date understanding about the signs that a child may be at risk of harm and the procedures to follow should they have any child protection concerns. For example, they are aware of the importance of monitoring patterns of children's non-attendance. Safeguarding is effective. The manager and staff evaluate their practice regularly. Areas of improvement are well targeted and they make effective use of action plans to raise the quality of the provision. The manager successfully monitors the quality of teaching through, for example, staff supervision meetings and she identifies their professional development needs. She monitors and reviews all children's progress effectively and uses this information to close any gaps in their learning.

Quality of teaching, learning and assessment is good

Staff support children's communication and language development effectively. For example, they get down to the children's level as they speak to them, to help them hear words clearly. Staff use detailed observations and assessments of children's progress to plan for their next steps in learning. Children are eager to learn and engage in activities with enthusiasm. For example, they take great delight in talking about how and why a block of ice melts, and what they find inside it. Children develop their imaginations well. For example, they enjoy role play and pushing their dolls around the rooms and garden.

Personal development, behaviour and welfare are good

Children are happy and demonstrate that they feel safe at the provision. Staff praise and encourage children as they achieve and behave appropriately towards others. This helps to support their developing confidence and self-esteem. Children learn good personal hygiene practices and understand why they need to wash their hands before eating and after using the toilet. Children develop their physical skills well. They enjoy time in the garden area where they are able to explore the world around them. Children enjoy playing, organising their own games which include the staff, such as hide and seek, and learning how to hit balls with bats. Children have access to a wide range of resources, inside and outside, to enable them to make choices about their play.

Outcomes for children are good

Children are confident and develop independence as they make choices about their play. They have easy access to books and enjoy looking at them alone and with adults. Children practise writing their names on their work, which supports their early literacy skills. They learn to share and take turns. This supports their personal and social development. Children develop the key skills they need for their future learning.

Setting details

Unique reference number	EY239574
Local authority	Gloucestershire
Inspection number	1068626
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	20
Number of children on roll	22
Name of registered person	Hopton School House Committee
Registered person unique reference number	RP904615
Date of previous inspection	6 May 2014
Telephone number	01453 542489

Hopton School House is a community-run playgroup. It registered in the 1990s and re-registered in 2002 at its current premises. The playgroup receives funding for the provision of free early education for children aged two, three and four years. The playgroup is open Monday to Friday from 9am to 2.45pm, and the out-of-school club operates from 7.30am to 8.45am and 2.45pm to 6pm during school term times. A team of nine staff works directly with the children. Of these, eight hold early years qualifications at level 2 and level 3 and one member of staff holds an early years qualification at level 6. An administrator supports the staff.

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