

Inspection of Hopton School House CIO

Hopton School House, 18 Hopton Road, Cam, Dursley GL11 5PB

Inspection date: 4 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The manager and staff know children well. They build on what children know and can do to help them make good progress in their learning and development. Carefully planned and sequenced activities help children develop and retain skills and knowledge. Staff use children's ideas, celebrations and spontaneous situations to teach children well.

A recent interest in bears has captured children's imaginations. Staff created and took children on a hunt for a 'bear'. They followed clues to the local church and found the 'bear' hiding in a tree. Children eagerly recalled what they saw and did, and reassured others that the bear was a toy.

Children have fun learning outdoors. The manager and staff secured funding to redevelop the outdoor play space. Children have a growing area for fruit and vegetables. They enjoy collecting and counting the apples that fall from the tree. They know they cannot eat them as they are too small and might give them poorly tummies.

Children develop good physical skills. They ride on balance bicycles and pretend to be pirates as they climb onto the wooden ship on the pretend sea. They choose to climb the steps or walk up the slide to the wooden platform. Children know to wait for their turn and ensure others are not in their way before climbing up.

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

- The manager uses novel ways to stimulate children's imagination. At story time, she gathers props linking to the story, for example wellington boots, a teddy bear, a cardboard box, a colander and a torch. Children correctly guess that the story is about a bear going to the moon. As the manager reads, she acts out the story using the props. Children compare the boots, saying which are too big, too small or just right for the manager to wear. When using the colander as a 'space helmet', the manager asks children where they might find this in their homes and what they use it for. Children guess that it is in the kitchen. The manager explains its use and checks children's understanding. The manager leaves the book and props out for the children. They have great fun retelling the story using the props and recalling how the manager did things. They consolidate learning well.
- Children's behaviour is superb. They know where to find toys and resources. They concentrate brilliantly and show amazing consideration for others. Staff are on hand to support and extend learning. Older children put the Paddington Bear toy to bed and tell others that he has his marmalade sandwiches under his hat. Other children count the marbles as they put them down the marble run. They

experiment with different height runs and make suggestions about which will make the marbles go faster. Children playing with the dough share it with others when they come to join them. They talk excitedly about how they can use the rolling pins to flatten the dough. They add shiny coloured beads, telling staff these are candles for their 'birthday cakes'.

- Staff reflect on their teaching and support children to learn well. They watch and see what children are doing. They adapt activities to follow children's interests and ideas. However, changes during the day are not planned or managed as well as they could be. Although children receive warnings about changes, staff do not explain clearly enough what they would like children to do. When getting ready to go outdoors, children know they need to get shoes and sun cream, and may need to use the bathroom. Staff do not plan ahead, so children get confused about what they are expected to do.
- Staff focus on increasing children's communication skills and vocabulary. As they talk with the children, they use new words, ask questions and check what children remember. Children turn take in conversation and listen to each other. They make 'cups of tea' in the water tray. They ask for others to 'please pass me the cup'. They explain how they are stirring the lemon slices and herbs in the water and comment on what it smells like. They choose to be different people, such as 'mum', 'dad' and 'big sister'. They make connections, saying that only the 'grown-ups' can have the tea as it is hot. Children are gaining the skills they need for moving on.

Safeguarding

The arrangements for safeguarding are effective.

Staff know clearly what they need to do if they have concerns about the safety or welfare of children. They complete regular training, so they are up to date with current safeguarding guidance. The manager and staff know how to handle allegations against staff, including the external agencies that they need to inform. Staff include children in assessing risks. They talk with them about putting toys away, taking turns on the slide and being careful when playing with the sand so it stays in the sand tray. Children are considerate of others and keep themselves and others safe as they play.

What does the setting need to do to improve?

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

- improve the way staff let children know about changes during the day, so children receive clear messages and know what to do.

Setting details

Unique reference number	2663629
Local authority	Gloucestershire
Inspection number	10216423
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 4
Total number of places	40
Number of children on roll	54
Name of registered person	Hopton School House CIO
Registered person unique reference number	2663628
Telephone number	01453 542 489
Date of previous inspection	Not applicable

Information about this early years setting

Hopton School House CIO is a community-run playgroup. It registered in November 2021. 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 eight staff works directly with the children. All hold appropriate childcare qualifications. One member of staff holds an appropriate childcare qualification at level 6 and one member of staff holds qualified teacher status. Five staff members hold a level 3 qualification and one at level 2. The playgroup receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Anita McKelvey

Inspection activities

- This was the first routine inspection the setting 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 manager and the inspector completed a learning walk together of all areas of the playgroup and discussed the early years curriculum.
- Children spoke to the inspector about what they enjoy doing while at the playgroup.
- The inspector carried out a joint observation of an outdoor play activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.

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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