

The Home To Home Nursery (York) Company

Inspection report for early years provision

Unique Reference Number	EY364170
Inspection date	04 June 2008
Inspector	Rosemary Beyer
Setting Address	Oxcarr Lane, Strensall, York, YO32 5TD
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Registered person	The Home To Home Nursery (York) Limited
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Home to Home Nursery in Strensall was registered in 2007, along with the sister nursery in Fulford. It is a privately owned setting. Children are cared for in a converted bungalow and a garden room annexe. They also have the use of a secure rear garden.

The nursery is registered to provide care for 44 children, and is open from 08.00 until 18.00, all year round, apart from Bank Holidays. Currently 75 children are on the roll, of whom 31 have funded places. There are 10 staff in post, plus the manager and the chef. All staff are appropriately qualified or working towards qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children are cared for on premises where excellent hygiene practice is consistently and effectively implemented. The children learn to protect themselves from infection by washing their hands

after personal care and before food. They cover their mouths when coughing and help themselves to tissues if they need them, putting dirty ones in the bin. They help to prepare the tables for meals with antibacterial cleaner, and know cutlery must be replaced if it drops on the floor. Staff implement very good practice when nappy changing. They are very conscious of the need to prevent cross infection, using gloves and aprons every time, and antibacterial spray between changes.

Children who are ill do not attend the nursery, and the sick child policy is made clear to parents. If children are taken ill a monitoring sheet is completed until parents collect the child. Parents are also notified if any child in the nursery develops an infectious disease, such as chickenpox. Comprehensive medication and accident records are consistently maintained, and all staff have first aid certificates. Expiry dates are monitored to ensure they are still current.

The nursery has developed a very clear policy on food for both meals and snacks. The children have home-prepared organic or locally produced food, with well-balanced menus on display for parents to see. The chef takes account of allergies and special dietary requirements when preparing the meals and also provides opportunities for children to experience food from different cultures when they are celebrating festivals. The children eat well and have developed a good understanding of the need to eat a balanced diet in order to stay fit and healthy. Visits to the local farm and the farm shop, have made them aware of how food is produced. They are growing vegetables themselves in the garden at the nursery and confidently talk about what plants need to flourish. The lettuces, carrots and brassicas are doing well, but not yet ready to harvest. A further plot of land is in the process of being developed for them to use.

Children learn to bake and prepare food from an early age, with toddlers baking buns and older children helping to prepare their own snack. At meal times the children help themselves from the serving bowls, and have learned to judge what they can eat, so there is little waste, and to be considerate of the others so food is shared fairly. The older children help themselves to drinks as they need them, pouring water at meal times very capably, and during the day sitting at the table with cups of water. Organic milk is available at snack time.

The children have fresh air each day, whether rain or shine. Boots and umbrellas are available for wet weather play, and children bring sun hats and use sun cream when it is hot. During the inspection the older children investigated puddles in the pouring rain and the next day in very hot sun; they used the climbing equipment and ride on toys or sat reading under the tree. Babies and toddlers also use the outside space, with babies sitting under the tree to play when the sun is high. During periods of dry weather activities are taken outside and the children are able to flow freely inside and out.

Sleeping arrangements are discussed with parents and children's individual needs met. Most of the toddlers currently sleep on mattresses after lunch. Babies and any older children are able to sleep or rest when they wish, with cots or large cushions available in the baby room and large cushions in the pre-school room. All the children, even babies who have only just started to attend the nursery, go to sleep and wake up happily in the care of the staff. Sleeping babies are monitored regularly and sleep times noted.

The children use implements and tools very confidently and capably, with ready access to mark or model making and construction toys to support their ability. They move around the setting safely with good control, and confidently balance, climb or jump when using the large outside equipment. The children also participate in exercise sessions to improve their fitness.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Safety is of the highest priority, with the premises secure and the garden gate locked when children are outside. Visitors are monitored and their attendance recorded. Children are well supervised both inside and out, and risk assessments completed for the premises, garden and outings. Outings also provide opportunities for the children to learn about road safety and use of public transport, and they know they must be careful when near the road.

A wide range of comprehensive policies and procedures is in place governing all safety aspects of the setting, and toys and equipment are constantly monitored to ensure they are suitable for the children's use. The children access resources, equipment and furniture easily and safely. They learn to use tools with care and move furniture safely to prevent accidents. When they have finished using things they clear away before starting something else.

The premises are suitable for all the children, with each room designed to meet their needs depending on age and stage of development. Pre-school children use the garden room, while younger children are now in the main bungalow. Babies are cared for separately from the toddlers, who use the larger room in the bungalow, divided to meet their needs. Art work, posters and photographs are displayed throughout the nursery and the children happily discuss the activities they have enjoyed and work they have produced. Staff ensure the displays are changed regularly and kept up to date to reflect the children present.

Comprehensive child protection policies and procedures are in place, and most staff have attended training organised by the Local Safeguarding Children Board. Children are protected well as they have a good understanding of the signs and symptoms and the referral procedure should they have concerns. A clear procedure is in place for allegations against staff and also for lost children. These include the notification of Ofsted. The uncollected child policy does not, however, have the Ofsted contact details.

Helping children achieve well and enjoy what they do

The provision is good.

The quality of teaching and learning throughout the nursery is good, and activities are planned to support the development all the children and babies. Staff have a good understanding of the 'Birth to three matters' framework which they use very effectively to promote children's learning and development.

Planning is displayed in the baby room for parents to see. The babies have access to a wide range of toys and other activities. The treasure baskets contain both plastic and natural resources for them to investigate, and they also feel different textures in books and games. They play with sand and water, both inside and out. They also use paint, and their pictures are displayed on the walls. Music, songs and action rhymes are an integral part of the babies' care, and they enjoy participating even if they do not know the words. Staff record activities the children have enjoyed in their day books as part of the information recorded for parents. Babies and staff are comfortable and settled, even those who are new to the nursery are happy in their care.

Toddlers are split into two groups, under or over two years of age, although this is flexible depending on numbers. Most of the children are very confident and settled in the nursery, and happily speak to visitors. One child assisted with recording during the inspection by writing on a notepad and providing different colour pencils. Mark making, paint, construction toys and

the home corner are available all the time while other activities are introduced to provide a varied stimulating range of learning opportunities. In both areas of the room children have free choice and, although activities are planned, the programme is flexible to take account of children's wishes. During the inspection the children were able to use paint to make footprints on paper on the floor, or hand prints if they wished.

The children are learning hand sign language to communicate with each other and the staff, while their vocabulary and verbal communication skills are developing well. They sit quietly listening to stories, but also contribute when asked to do so, happily anticipating what will happen. Baking is a popular activity and the children enjoy measuring, mixing and cooking. The toddlers also enjoy outside play each day, weather permitting, and are developing well physically. Each child's activities are recorded on the daily diary sheet to keep parents informed.

Nursery Education.

The quality of teaching and learning is good. Staff have an excellent understanding of the Foundation Stage. They provide a wide range of stimulating activities, which are displayed for parents to see, but the children make suggestions for the topic which will be the theme for the whole pre-school room. They chose witches last time. This was developed from the original discussion by the children through stories, craft activities and role play. They worked together to create a witch to suspend flying from the ceiling, with accompanying bats, wands and brooms. They also made cauldrons and green goo.

Staff observe the children closely and offer assistance if they need it, although the children will ask if they want help. They are keen to learn and very enthusiastic. Most activities are child led but some are done in small groups with an adult, such as French, phonics and maths games. The French day each week is raising children's awareness of different languages and culture. They can count and name some items in French, with labels and number posters displayed. They have celebrated festivals with food and dressing up, and the menu is adapted to provide opportunities to try French food, with garlic bread being very popular throughout the nursery.

The children are developing very good social skills. They share, take turns and cooperate well in their play, and provide support for each other if necessary, such as when a child had difficulty with dressing up clothes. Snack and meal times are pleasant social occasions when the children sit happily chatting while waiting for their food.

Children's mathematical understanding is also developing well. Numbers are an integral part of the day, with staff taking every opportunity to promote counting, sorting or matching. The children are also developing good problem solving skills, with considerable discussion between the children about changing the size of a garage door in a model to allow access for the car, how the building should be adapted and how many bricks removed. They like to play counting and shape recognition games, and staff split them into two groups to ensure they have sufficient challenge.

The children draw plans on paper of models they wish to build, then collect the tools and materials together before they start. They are developing patience, very good concentration and are also learning to negotiate if they need the same materials. The children judged a model making competition themselves, and awarded the prize.

Children's knowledge and understanding of the world is developing well. They are curious, interested and keen to learn. They use the computer and other programmable toys very confidently, including players for music or stories. They can also produce light from mechanical

torches, and know light can only be produced by turning the handle. Some children chose to investigate magnets and produced some complicated patterns by using attraction and repulsion. The children can also use the camera to take photographs for their own development files.

A globe, a map of the world and a poster of flags provide support for the children's understanding of other countries. All the children were involved in celebrating Chinese New Year, and the introduction of Chinese writing made them aware not everyone writes as they do. They produced dragon puppets, lion and fish pictures, and tried Chinese food, as well as developing the role play corner into a Chinese restaurant.

The older children have a good understanding of the vegetables and plants they grow either for eating or for flowers, and that some plants need more heat so will not grow here. They have visited the local farm to learn about the animals, and have chosen mini beasts for the next themed topic. Apart from trips to the farm shop and farm visits children do not have much contact with the local community.

All the children are developing their communication skills well. The older ones have a very wide vocabulary and are able to converse fluently with their peers or adults. They confidently speak in a group and to visitors. The children enjoy stories and songs, sitting quietly to listen or participating when requested to do so. They help themselves to books and sit happily in the comfortable book corner, using books correctly and with great care. They know print carries meaning and that books can provide stories or information. All the children recognise their own names and most can write them recognisably, holding implements correctly. Name labels are readily available if they need them. Staff have introduced phonics to support children's learning, with displays, letters of the month, name cards and a white board for them to practise writing.

Helping children make a positive contribution

The provision is good.

The nursery has a comprehensive behaviour policy. Children all behave very well. The older ones were involved in devising house rules for the nursery, and these developed into the golden apple tree in the garden room. Each day, if children behave very well or do something special, they receive a sticker and their name is put on the tree. The whole environment is very positive, with staff encouraging and helping children to behave. They all know what is expected of them. Children also praise each other for clearing away well or creating special models.

Children with learning difficulties or disabilities are welcome in the setting. Staff work with parents and outside agencies to support the children to ensure they can maximise their potential. Parents value the concern staff show for their children and the care they provide. Any concerns are expressed sensitively to the parents.

The written equal opportunities policy is inclusive in nature. All children are welcome and cared for according to their needs. The children learn about other countries, cultures and customs and through festival celebrations enjoy craft activities and cooking. They learn to treat each other with respect, whatever their differences and use appropriate language when talking about people. Resources are available which reflect society with books, dolls, dressing up clothes and craft activities provided to widen children's knowledge.

Partnership with parents and carers is good. Comprehensive information is exchanged between the staff and parents when they express an interest in using the nursery. The parent pack

includes general information about the setting, some policies and procedures and the key person details. Information is also included about the Foundation Stage and the 'Birth to three matters' framework. Parents provide details of their child and any special care requirements. The initial forms give details of current development stages and any special interests the child may have.

When settling children into the setting, parents are welcome to visit and stay as long as is necessary for them to feel comfortable leaving their child. Notices, newsletters and parents' evenings help parents to feel involved. A daily diary sheet and conversation with staff help parents to know about the younger children's day. They also receive a letter when children change rooms, so they know how their care and education will develop. Questionnaires are provided after children have started to attend, to ensure parents have received the information they need when choosing a nursery.

Parents spoken to during the inspection were very happy with the care their children receive although one parent felt she did not know enough about her child's day as he did not bring home all the work he had completed. Each child has a drawer for work or it is put in the development files, which are freely available for parents to help themselves. As the activity plans are flexible staff have decided to use a white board each day to list what the children have been doing. Parents also appreciate the healthy food and well balanced diet their children enjoy. They feel confident to talk to staff if they have concerns but also know how to complain to Ofsted.

Children's social, moral, spiritual and cultural development is fostered. They learn to treat each other with respect and concern whatever the differences between them. They also learn about right and wrong when discussing behaviour. Staff provide positive role models for good manners, so children are polite and considerate, sharing and taking turns in their activities.

Organisation

The organisation is outstanding.

Leadership and management of the day nursery are outstanding. The owner and manager have a clear vision of the high quality care they wish to provide. Through careful planning and excellent management the setting is run efficiently and safely. They have adapted the premises to suit the needs of the children, by caring for the babies in the main bungalow and the pre-school children in the garden room, with appropriate staffing to ensure good support and supervision. Plans for the development of the outside area and the new vegetable plot are in the process of being implemented.

Comprehensive, but easy to understand, policies and procedures have been developed to cover all areas of the nursery, and these are reviewed regularly to ensure they remain up to date and take account of any changes in legislation. Staff implement them consistently and effectively. Parents are given copies of the policies as part of the information they receive when they express an interest in the nursery. They also receive information about the complaints procedure, including the Ofsted contact details.

The staff all work extremely well as a team, supporting each other and ensuring the children are well supervised in a stimulating environment. They have regular monthly staff meetings where they monitor the progress of the nursery and make suggestions for future developments or improvements. All the staff have involvement in the self evaluation procedure which is completed every six months.

Robust systems are in place for the employment of staff, with an effective induction procedure in place to give new staff confidence when starting to work in the setting. All the current staff are qualified and there is an expectation that they will continue to undertake training to support their own development and further improve practice within the nursery.

The manager takes overall responsibility for planning activities but all staff are involved in devising the plans and implementing them. Activities for the funded children are planned after discussion with the children about the topics in which they are interested, but still cover all the areas of learning. Through effective monitoring and assessment the staff ensure the children are making good progress through the stepping stones. They also provide support for those who need it and more challenge for the more-able children. All the children attending the nursery have a wide range of stimulating, exciting activities through which they learn.

The registration certificate is displayed for parents to see and the conditions respected. Ofsted is notified of any changes or significant events, such as the change in use of the buildings. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted which required Ofsted or the provider to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- include Ofsted contact details in the uncollected child policy.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide opportunities for children to develop a wider awareness of the local community.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk