

Home from Home Nursery

Inspection report for early years provision

Unique reference number EY396156
Inspection date 02/12/2009
Inspector Samantha Powis

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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

Home from Home Day Nursery is a privately owned nursery. It was registered by the current owner in 2004, re-registering as a limited company in 2009. It operates from the ground floor of a large detached house in a residential area of Street, Somerset. There is an enclosed garden including a forest school area available for outdoor play. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. They can care for up to 26 children in the early years age group and there are currently 41 children on roll. The group opens five days a week for 51 weeks of the year. Sessions are from 8.00am until 6.00pm. They receive support from the Local Authority. The proprietor works directly with the children; she employs two managers both of whom hold level 3 qualifications in childcare. There are five other members of staff, four of whom hold or are working towards relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are generally happy and settled due to the homely and welcoming environment of the nursery. They benefit from being able to freely access a wide range of toys and equipment. Overall, staff have an adequate understanding of children's needs to support them appropriately in their care and learning. The setting takes steps to address areas for improvement which have been identified by others but do not have a fully effective system to identify and address any issues for themselves.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain written consent from all parents for seeking emergency medical attention and advice (W5 Documentation) 21/12/2009

To further improve the early years provision the registered person should:

- ensure confidentiality is maintained with regards to the storage of personal information
- review the organisation of sessions to ensure that children are fully involved and motivated at all times throughout the day to promote their learning
- improve staff recruitment and vetting procedures to ensure they are robust when determining staff suitability
- ensure the individual needs of each child are met with regards their health, home language and learning
- develop the systems for planning and assessment to identify and build on the

next steps in each child's learning.

The effectiveness of leadership and management of the early years provision

Staff have a secure understanding of how to recognise signs and symptoms of abuse and the procedures to follow with concerns. Some staff have previously attended child protection training and they are all made aware of the settings policy on safeguarding. This helps to protect children from harm. Systems are in place to ensure staff who are in the process of having Criminal Record Bureau checks completed are not left alone with children. However, the recruitment procedure in general is not sufficiently robust to protect children's safety fully. Systems to ensure the premises are secure are effective and children are well supervised at all times. Basic systems for risk assessment ensure the premises are checked regularly and that safety is reviewed. Overall, documentation is used effectively to support children's ongoing welfare. The daily record of staff and children's attendance clearly records accurate times. However, the system to record children's individual needs and parents' consents is not well organised to ensure the information is clear and accurate. Written consent has not been obtained for some children to enable staff to seek emergency medical attention and advice which may delay a child receiving treatment should an incident occur. This is a breach in requirements. Also, information about children's allergies is sometimes not transferred to other documents used by staff to ensure everyone is aware and that individual children's needs are met. At times, the storage of personal information about the children does not ensure confidentiality is maintained.

The organisation of the day does not support children fully. Constant changes in the areas used by the children and interruptions due to daily routines means that some children are not able to become fully involved in their play and extend their learning. For example, children are involved in snack time for over half an hour. Staff do not plan for children's learning during this period which leads to some children becoming bored. Due to the way in which children are grouped, some areas within the nursery go unused whilst others are overly busy. This prevents children from making choices about the types of activities they want to be involved in.

Staff receive an induction when they first start at the nursery which includes all policies and procedures. However, there is little encouragement for them to build on their knowledge and skills through further training. The setting have addressed the areas raised at a previous inspection, which has benefited children's health. However, the setting have not developed an effective system for self-evaluation to enable them to identify all areas for development and make improvements for themselves.

Effective working relationships are established with parents and carers. They receive sufficient information about the setting through the prospectus and regular newsletters. Staff are always available at the beginning and end of the day to share information with parents, and communication diaries are set up for the

youngest children to ensure information about their day is shared. Although parents are informed of the records kept on their child, there is no system to encourage them to share these with key persons to involve them in planning the next steps for their child. Staff work with other agencies in partnership with parents to support children with additional needs. However, staff have not fully considered the needs of children for whom English is an additional language, to ensure they feel fully included within the nursery.

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

Children throughout the nursery are generally happy, settled and secure. They enjoy opportunities to form friendships and benefit from playing in both the welcoming indoor play space and the interesting outdoor play space. Children are encouraged to be independent. They select equipment for themselves as resources are well organised to allow for this. Children start to develop a sense of belonging as they hang their coat and bags on their own photographically labelled peg. Children are encouraged to share and take turns, and learn to respect the basic expectations within the nursery that help them to work together with others. Children enjoy books and sharing stories. The youngest children are encouraged to feel the textures in the sensory book they are read, whilst the older children enjoy handling characters from the nativity story as they are read to, helping them to relate to the story. Some of the children enjoy using the creative materials to make their own seasonal pictures using paint, glue and collage materials. However, older children are unable to participate in this as when it is their time to use this area, they are taken outside to play. Children enjoy music and singing, babies bang and shake the musical instruments rhythmically and older children sing some of their favourite songs and rhymes together. Children are provided with mark making materials in the role play area, however, staff do not get involved to encourage them to have a go at using them. Some books are in use that offer children positive images of diversity. However, staff do not consider fully the needs of individual children throughout the nursery, to ensure they feel fully included and involved and that their own cultures and languages are valued and respected.

Planning is in place, however, this does not always help children to make good progress in their learning. Staff plan an adequate range of activities for the children, however, sometimes children have little time to get really involved as the daily routines interrupt their play. Staff chat to the children as they play, which helps to keep children involved. Observations are made by key persons, but these are not used well to plan the next step for each individual child.

Children learn good procedures regarding personal hygiene through regular routines and discussion. They know to wash their hands at certain times during the day and enjoy the healthy meals they are provided with by the nursery cook. Most children have daily opportunities for fresh air and exercise to promote their health. Children learn about safety as they take part in practising the emergency evacuation procedure, ensuring they are confident in the arrangements should an incident occur.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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