

Homelands Early Years Centre

Inspection report for early years provision

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Inspector Dianne Sadler

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Type of setting Childcare - Non-Domestic

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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

Homelands Early Years Centre registered in 2012. It is one of a number of childcare facilities run by 4 Children. It operates from Austin/Sunnyhill Sure Start Children's Centre, Derby. The nursery is open each weekday from 8am to 6pm all year round. All children share access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 66 children may attend the nursery at any one time, all of whom, may be in the early years age range. There are currently 112 children attending who are within the early years age range. The nursery provides funded early education for three- and four-year olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 17 members of child care staff, including the manager. Of these, all hold appropriate early years qualifications and some hold Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting is exceptionally well managed with robust policies and procedures that ensure all outcomes for children are outstanding. The experienced and dedicated staff promote highly effective partnerships between themselves, parents, other agencies and most other settings children also attend. This ensures all children's individual needs are consistently met and their protection assured. Rigorous and extensive monitoring and evaluation systems enable the setting to have an accurate understanding of their strengths and areas in which further improvement can be achieved. The setting demonstrates an excellent capacity to make continuous improvement and sustain its existing very high standards.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending the sharing of information where children receive care and education in more than one setting with specific regard to children's learning and development.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a thorough understanding of child protection procedures and maintain extensive policies and procedures which ensure children's safety is always

given top priority. The setting has robust recruitment procedures in place and all staff attend a wide range of training events throughout the year and support each other exceedingly well to further improve their knowledge and skills. As a result, all staff have high expectations of themselves and children's achievements. All aspects of the setting, both indoors and outdoors, are subject to systematic risk assessments. This ensures children learn in a safe environment without restricting their development. The whole staff team and parents are involved in implementing comprehensive self-evaluation systems. Clear action plans detail the areas identified for future improvement.

Children enjoy freely accessing an extremely well organised and inspiring environment both indoors and outdoors by choice at all times. An excellent range of good quality resources are stored and displayed well, inviting children to make superb choices and good decisions about their play. The setting is taking well considered steps to ensure resources and the environment are fully sustainable. For example, children access lots of resources made of wood and natural materials and benefit from exploring recyclable resources in their play. For example, cardboard boxes, yoghurt pots and saucepans are used as musical instruments.

The promotion of equality of opportunity is at the heart of all the work within the setting. Staff have an exceptional knowledge of each child's backgrounds and needs and ensures the environment reflects all children's lifestyles and all aspects of diversity. For instance, the languages spoken with children within their own homes are highly respected within the setting. Children explore many books that are written in dual languages, such as Punjabi and English. Children with special educational needs and/or disabilities are also extremely well supported. For instance, additional support staff are employed, when needed, to work alongside key workers.

The setting is constantly striving to improve the already excellent partnerships they develop with children and their extended families. Parents and carers are provided with comprehensive information about the early years provision through regular newsletters, informative notice boards and clear and concise written policies. The views of parent's are sought and recorded in written questionnaires which are summarised and displayed in the setting. Parents show complete satisfaction with the setting and value the excellent standards maintained in a welcoming and caring environment. Change to practice is evaluated by parents and most have welcomed the recent changes. The setting promotes excellent partnerships with other agencies, such as, the speech and language therapy services and is developing further their systems to work in partnerships with other early years settings which some children attend. The setting may contact other providers by telephone inviting them to meet and have completed report sheets sent by other early years providers. This enables them to share information about some children's learning. However, this is not fully effective in practice for all children.

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

Through skilled, sensitive observations, which are recorded, reflected upon and added to by parents and carers, the setting plans intuitively to further each child's unique development. Information from observations is recorded in children's 'Learning Journals' and used to assess and plan for each child's future learning. Parents are encouraged to record observations made at home in children's 'To and Fro' books. Most parents write detailed accounts of learning observed at home using text photos and examples of children's work. As a result, all children make significant gains in all areas of their learning and are developing the skills they need for their future success.

Children build warm and trusting relationships in the stimulating and dynamic learning environment as all the staff respond readily to their bodily, facial and verbal expressions and ideas. All children have superb opportunities to develop their understanding of how to lead a healthy lifestyle and keep themselves safe. They show great enthusiasm for playing outdoors and have excellent opportunities to investigate and observe the natural world. For instance, older children demonstrate awe and wonder when observing a worm found in a puddle. They show great excitement, which is replicated by the staff and use tools, such as, a trowel, to place the worm in a clear box. Children use their language for thinking as they consider what a worm eats and where he lives. In addition, another group of children become equally enthralled when observing a spider on the wall of the play house. Together with a member of staff they take magnifying glasses to investigate. They confidently use language for communication as they explain that spiders eat flies. At this time, they receive a great deal of praise and encouragement which promotes exceedingly well their self-esteem and confidence.

All children have excellent opportunities to be creative and use their imagination. Older children enjoy accessing a role play area organised as a travel agent. They concentrate exceedingly well as they explore brochures displaying images of holidays and discuss their own trips to countries, such as Spain. When taking a holiday with their family, children take Charlie Bear and record their adventures using photos, pictures and text, supported by their parents. The journeys taken are plotted on a world map displayed very well on the wall, showing trips to countries, such as, Nigeria, and English counties, such as Cornwall. This develops children's understanding of the world in which they live. All children have excellent opportunities to explore and investigate different media and materials. They benefit from areas outdoors where they can dig in the dirt and spend a great deal of time sweeping up and keeping the area safe and clean. Younger children enjoy exploring items, such as, chunky chinks and make marks with meaning on the floor outside. They explore media, such as, sand, with their hands and use all of their senses when exploring 'gloop'.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met