

Home from Home Nursery

70 Vestry Road, STREET, Somerset, BA16 0HX

Inspection date	23/10/2012
Previous inspection date	02/12/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The staff provide a safe nursery environment and care for the physical and emotional needs of all children well. Children benefit from healthy food provided by the nursery, and forming close relationships and secure attachments to staff
- Staff use consistent and clear boundaries for children who develop a good understanding of acceptable behaviour. Children develop many positive social skills as they learn to share, take turns and be considerate to others
- Babies enjoy good adult interaction and a bright, child-friendly environment in which to play and learn
- Staff establish positive relationships with parents, which result in good two-way communications, so children's welfare needs are met.

It is not yet good because

- The observation and assessment system is not yet effective enough, so that children's future individual learning and development needs are not fully identified.
- Daily routines and the learning environment do not provide older children with enough opportunities to become confident independent learners.
- Although improvements are being made, the leadership and management's evaluation of the provision is not yet sufficiently robust.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside
- The inspector held meetings with the deputy manager, and interviewed the manager by telephone
- The inspector examined documentation including a representative sample of children's records, evaluation documentation, display materials and staff suitability records
- The inspector took account of the views of parents spoken to on the day
- The inspector spoke with staff in each room.

Inspector

Carol Warrant

Full Report

Information about 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 also registered on the compulsory part of the Childcare Register. There are currently 27

children on roll in the early years age group aged from three months to under five years. The nursery is funded to provide free early education to children aged three and four years. The nursery opens five days a week for 51 weeks of the year. Sessions are from 8am until 6pm. A total of eight staff work with the children, four of whom hold relevant National Vocational Qualifications at level 3, and three hold similar qualifications at level 2. The manager is studying for an Early Years Degree.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the effectiveness of assessment processes by linking observations of the children with their next steps in learning and use these to plan activities that are interesting and challenging to all.

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

- extend systems for self-evaluation so that they are more rigorous and effective in informing the nursery's priorities and setting challenging targets for improvement.
- develop opportunities for children to make choices and extend their learning by: a) reviewing the learning environment and daily routines, in order to make resources more easily accessible to children; b) enabling more ease of movement between areas; and c) improving the balance between adult-led and child-initiated learning

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children arrive happily at the nursery and settle well. The educational programme throughout the nursery offers depth, breadth and challenge for most children and helps them be suitably prepared for the move to school. Staff are aware of the children's interests and they are making frequent observations of children's play to inform planning. Individual staff know how well the particular children for whom they care are progressing. However, at times, assessments do not contain sufficient detail to identify where children are making progress and are not always recorded in such a way or in sufficient detail to show what stage each child is at in their learning and development. As a consequence, planning does not always include the next steps for individual children's future learning. The provider has recently instigated new systems to monitor children's progress but these are not yet being used effectively.

Organisation and routines for older children do not always help children to initiate and extend their own learning. Babies are busily engaged and enjoy exploring resources through using their senses. They touch and handle objects to discover how things make a variety of noises and have different textures. Staff help them to practise a range of movements in safety.

Staff help all children develop their physical skills and understanding of the world through regular use of the nursery's outside play area. The older children's learning came alive when staff encouraged them to run around and kick and throw fallen leaves, which they did eagerly and with evident enjoyment. Staff skilfully used questioning to extend children's vocabulary; the children spontaneously spun in circles, mimicking the motion of the fallen leaves.

Staff teach children to share with others and to take turns, for instance, in sharing paint and glue while making Halloween hats in an adult-led activity, and children respond well. The ability to do this will help children as they move on to full time education. Staff provide fewer chances for children to solve problems and express their own ideas during creative activities. Children are developing useful skills such as putting on their own coats and shoes and helping to tidy up. Observation of the children during inspection shows that most are in line with the developmental stages appropriate for their age.

The contribution of the early years provision to the well-being of children

The 'key person' system helps children to settle and form secure emotional attachments, with the designated adult who takes a special interest in them. Babies' routines are discussed with parents when the child starts and at on-going regular intervals to help staff ensure changing needs are met. Babies are supported well by staff and as they progress into the older age group they become confident in the daily routines.

Children form positive relationships with each other and staff. They interact well together; for example, an older child spontaneously spoon feeds one of the younger children her breakfast, both chatting away throughout and obviously enjoying the experience. Children behave well because staff make clear what is expected of them. This helps all children feel self-assured and motivated to learn.

Children are learning about good hygiene routines as staff remind them to wash their hands before eating and after using the toilet. Systems are in place to inform staff of any health or dietary issues the children may have and there are thorough records of accidents and any medication administered.

Children's personal needs are met promptly. The nursery provides a good variety of healthy and nutritious meals and snacks, and children benefit from the carefully balanced menu offered. The provider offers a variety of good quality play resources across the nursery; however, some are not stored in such a way that encourages older children to make independent choices easily and become as independent as possible in their learning

in preparation for their school lives. Nevertheless, staff help the children change rooms smoothly as they progress through the nursery, and support the older children suitably overall, as they move to school.

The effectiveness of the leadership and management of the early years provision

Children are well safeguarded because the nursery's leadership and management prioritise safety. The manager ensures that staff are appropriately qualified and the relevant procedures are carried out to check that they are cleared as being suitable to work with children. All staff are aware of the procedures for dealing with child protection concerns. They ensure access to the premises is secure and that all staff, children and visitors sign in. A range of policies and procedures are in place and documentation and records are completed to ensure children's health and safety needs are well met. All staff take responsibility and follow safety procedures to ensure children's health and safety in each room, as well as outside. The nursery has a designated member of staff responsible for safeguarding children, but all staff teach children how to adopt safe practices.

The nursery provider has addressed the majority of recommendations from the previous inspection appropriately. Statutory requirements relating to children's welfare have been implemented, for example; however, the observation and assessment system is still not sufficiently robust. Although further improvements are being made, evaluation is not yet sufficiently systematic or up-to-date to ensure all weaknesses are identified and acted on effectively. Evaluation does not take account of the views of parents and staff. Induction systems, regular training and mentoring of staff by the leadership and management of the nursery, all help staff to improve their practice.

The nursery works well with parents in other ways and good systems are in place within each room to ensure parents receive important information about their child and the life of the nursery. Parents report they are happy with their children's care and they feel staff are friendly, approachable and supportive. They report that children make progress whilst at the nursery.

Staff establish partnerships with other early years providers and liaise sufficiently to help children move smoothly between settings. Although no children currently attend the nursery who have additional needs, the leadership and management know where to obtain help if needed and understand the importance of working in partnership with outside professionals.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY396156
Local authority	Somerset

Inspection number	816063
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	27
Name of provider	Claire London Limited
Date of previous inspection	02/12/2009
Telephone number	01458 446460

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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