

Homelands Early Years Centre

Sure Start, Homelands House, Browning Street, DERBY, DE23 8DN

Inspection date	31/01/2014
Previous inspection date	09/07/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are welcomed into a warm, friendly nursery, where they are valued and included, to develop strong attachments and relationships with adults and each other.
- Children in both the baby and toddler room are progressing well because staff provide constant interaction with children and extend their play both inside and outdoors.
- Effective and clear safeguarding procedures are in place, creating an environment where children feel safe and protected from harm.
- Children's good health is promoted as they eat a varied range of nutritious foods to extend their tastes, which are freshly prepared on site.

It is not yet outstanding because

- Staff based in the pre-school room occasionally miss opportunities to question children to extend their thinking and understanding.
- Children in the pre-school room do not always receive maximum support to choose whether to play in or out of doors, which slightly reduces opportunities for them to develop decision making skills.
- Resources to enhance early technology are not always effective. In the toddler room there are few cause and effect toys. As a result, children cannot always find out how things work.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to children, parents and staff and held discussions with the manager.
- The inspector observed free play, both in and outside, focused activities and mealtimes.
- The inspector held a joint observation with the manager.
- The inspector looked at children's assessments, learning journal records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's documentation, policies and procedures and improvement plan.

Inspector

Janice Hughes

Full report

Information about the setting

Homelands Early Years Centre registered in 2012 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. 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.

There are currently 120 children attending of whom all are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. They also currently support children with special educational needs and/or disabilities and children who have English as an addition language.

The nursery employs 12 members of childcare staff, including the manager. Of these, all hold appropriate early years qualifications and the manager holds Early Years Professional Status. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- provide more opportunities in the pre-school room for staff to develop and extend children's thinking and understanding
- give children in the pre-school more freedom to become deeply involved in outdoor activities at times of their choosing, so that they can make their own decisions and extend their own learning
- increase the working resources in all rooms to enhance children's understanding of early technology, for example, by providing cause and effect toys, so that children can find out how things work for themselves while they play.

Inspection judgements

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

Children enjoy their time at the nursery. Staff create an environment where the atmosphere is positive and encouraging. Children take pleasure in their learning and achieve well in relation to their starting points. Staff gather relevant information from parents before their children start at the nursery about their preferences and capabilities. This helps staff to settle children because they can plan activities that are of interest to

them from when they begin nursery. Staff continue to teach, observe and assess children well. They use this information effectively to identify children's next steps in their learning and plan for their future development. As a result, children are challenged well most of the time. Overall, children are obtaining the skills, attitude and dispositions they need to be ready for school or the next stage of learning. Children with special educational needs and/or disabilities and children who have English as an additional language are supported effectively. Staff adapt activities so that all children can join in and participate. They gain an understanding of their needs and work where necessary with other agencies to ensure there is continuity. Picture cards are created to help children with limited language to communicate with staff. There are a range of resources that reflect different cultures and disabilities for children to use. Throughout the nursery, children are making good progress in all areas of development. Assessments are also used to inform the 'progress check at age two', which is shared with the parents. Parents are able to see their children's learning journey records and talk to staff about the achievements their children make. Staff provide information about how parents can help their children at home and value parent's contributions to their children's learning. For example, children have completed writing and pictures about the bear they have taken home. This provides both parents and staff opportunities to talk to children about their experiences and helps to improve their communication and language skills.

Educational programmes are varied and offer play opportunities to meet every child's needs. As a result, outcomes for children are good. Children throughout the nursery benefit from a range of sensory activities delivered according to their age and stage of development. Babies explore treasure baskets using their hands and mouths. Toddlers help make cakes and pre-school children explore textures as they make play dough. These activities not only aid children's sensory experiences but also increase their handling skills as they manipulate tools to complete their tasks. During these focused adult-led activities, staff interaction is effective and helps to promote children's language and thinking skills. However, when pre-school children are playing with some activities provided in their environment, staff occasionally miss opportunities to prompt or question children's thinking to help reinforce and extend their learning. For example, a small group of children are playing in the sand. They are pouring, emptying and sieving the sand into containers, which is helping their concentration and handling skills. However, this situation goes on for a period of time without staff facilitating their learning and asking them what they are doing or setting them a problem to solve. In contrast in both the baby and toddler rooms, staff are constantly interacting with children, setting them problems and chatting to them as they play. One example of this is when a group of children in the toddler group are playing with the cars and other vehicles. Staff sitting with them are holding purposeful conversations about where they might be going in their vehicles. This ends up with children thoroughly extending their learning by building snowmen and bridges, moving their play onto using construction toys.

Children love playing in the outside environment. Here, staff provide a good level of challenge as they promote all areas of learning efficiently. Children enjoy riding sit-and-ride toys, jumping in puddles and digging in the soil. Children gain an understanding of shape, size and number through different activities they experience outside. For example, they play skittles and count how many they have knocked down and they sequence objects according to size and shapes. However, pre-school children do not always have

access to the outside area. As a result, children are not always able to choose where they wish to play to extend their own learning, which reduces opportunities for them to develop their decision making skills. Children enjoy listening to stories and staff read them well. Children concentrate, recall events in the story and predict what is going to happen next. Staff use story time effectively to increase children's listening and literacy skills. To enhance children's literacy skills further, staff have produced extremely good role play areas. On the day of the inspection these areas have become Chinese Restaurants because it is Chinese New Year. The restaurants are decorated with Chinese writing, lanterns and posters. Children can dress-up in Chinese clothes and role play eating Chinese food with chop sticks. They can try to read menus and write down orders. All this helps to develop their imagination, writing skills and also learning about different cultures.

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

Children feel secure and happy at the nursery. Staff are friendly and welcome all children and their families into the nursery. The nursery has an effective key person system in place to help children settle and form secure emotional attachments and helps them feel safe and secure. Babies routines are discussed with parents when the child starts and at regular intervals and staff ensure their wishes are met. Babies are supported by staff, who help them to become confident in their daily routines as they progress in their development. Staff are caring and offer sensitive care when babies are being settled to sleep, bottle fed or having their nappies changed. Children's behaviour is good. Staff are positive role models and gently remind children about the rules, such as not running indoors and to use their manners. They help older children to sort out conflicts with their friends through positive interaction as they help them to discuss the problem. Young children respond positively to reminders to share with their friends. For example, one child had lots of play dough and some children had none. Staff explained this to the child and they readily shared the dough with other children. The nursery has a thorough behaviour policy in place and staff are consistent in giving children lots of praise and encouragement during the day.

The nursery environment offers children a positive learning environment. The combination of displays of children's work, airy light rooms and effective staff are conducive to children learning. Most resources are of a good quality and displayed to encourage children of all ages to become in the main independent, as they choose what they wish to play with independently. However, there is a lack of resources to promote children's development of skills with early technology. For instance, most of the cause and effect toys available throughout the nursery do not work and toddlers have limited use. As a result, children are not always able to find out how things work effectively as they play. Children benefit from the strong procedures in place to support their move to school or into the next stage of the nursery. Staff share information openly with parents and they discuss when their child should move onto the next room. Their key person accompanies them on their visits offering them continuity and staff exchange good quality information between the rooms. This ensures that staff meet children's individual needs as they prepare for their next stage in their learning. Good relationships are being developed with the local schools children will move on to, to ensure children have a successful progression into school.

Staff support children well as they develop their independence and gain the skills needed to be ready to move on.

Staff help children to feel safe and secure at the setting; children's safety is promoted effectively and good systems are in place to ensure the nursery remains secure at all times. Children understand the need to keep safe as they regularly practise the emergency evacuation procedure and discuss why they should not run indoors in case they hurt themselves. Children are learning about good hygiene routines and enjoy washing their hands after messy play, before eating and after using the toilet. Most children have daily use of an outside play area and daily physical exercise is included in the planning. As a result, children are energetic and manoeuvre themselves with good levels of capability. Staff are aware of children's dietary needs. Detailed records are kept of accidents and medication administered. The nursery provides a good variety of healthy and nutritious meals and snacks that are all cooked on the premises and children benefit from the carefully balanced menu offered.

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

The nursery is well-organised and staff work well together to provide a safe and secure environment. Children are safeguarded well, as effective systems are in place to ensure staff that have a good awareness of safeguarding procedures and are aware of their roles and responsibilities to care for them. There are strong vetting and recruitment procedures in place, which helps to ensure the suitability of those individuals working with children. This includes checking staff qualifications are suitable and a thorough induction process. Staff supervise children very well at all times throughout the nursery in all different situations and staff ratios are maintained sufficiently. Detailed records of risk assessment show how safety is prioritised in all areas both inside and outside. Staff use clear explanation to help ensure that children learn to understand hazards. Staff carry out daily checks before the nursery opens, to ensure all areas remain safe for children to use. Staff follow good hygiene procedures throughout the nursery, such as nappy changing and supervision of children toileting. The learning environment is generally used well. However, the pre-school staff do not always use the outside area throughout the day.

Systems for self-evaluation, monitoring and evaluating the nursery's practice are in place, these are generally good. The manager has identified strengths and weakness and put in place a comprehensive active plan. She has completed the recommendation from the previous inspection and noticed that not all staff are enhancing children's play through the activities children are choosing, especially in the pre-school room. She has provided training on this area of development, but it still remains a weakness and a focus of her improvement plans. Children are provided with an inclusive environment where all children's needs are catered for and they learn about valuing each other's differences. Children benefit from being cared for by staff that work very well together as a team and share a commitment to improvement. They are involved in all aspects of the provision and contribute fully to the planning and self-evaluation as do children and parents. Staff are provided with opportunities to develop their practice as they attend training courses to

help their own development, which benefits all children. Management conducts one-to-one supervisions, peer observations and annual appraisals, which all help to develop staff's performance overall.

The strong partnership between the nursery and parents ensures relevant information is shared between them. Parents are kept informed about daily routines and activities through the noticeboard and chatting to staff. Most parents express confidence in the standard of care, communication and their child's preparation for the future. They feel very welcomed into the setting and are happy with the progress their children are making. However, some parents spoken to on the day of the inspection are disappointed with the progress their children are making while they have been in the pre-school. This is being addressed by the manager. The information displayed in the reception area ensures parents are kept fully informed about the life of the nursery. Systems are in place to liaise with other providers children may attend, to ensure information is shared about their learning and continuity of care.

The Childcare Register

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

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

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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	EY440937
Local authority	Derby, City of
Inspection number	950564
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	66
Number of children on roll	120
Name of provider	4 Children
Date of previous inspection	09/07/2012
Telephone number	01132709006

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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, which are usually the childminder's 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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