

# Home from Home Nursery

70 Vestry Road, STREET, Somerset, BA16 0HX

<b>Inspection date</b>	17/02/2014
Previous inspection date	23/10/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Observations and assessments of children's learning are weak. Staff do not sufficiently assess children's starting points, in partnership with parents, and individual progress to enable them to identify and plan for their next steps in learning effectively.
- Staff do not recognise age appropriate behaviour, and do not manage behaviour effectively or consistently.
- Monitoring and evaluation of the nursery is weak and is not used effectively to identify and address weaknesses in the provision.
- The key person system is not fully established to ensure an adult who knows the children well is always available to support their care and learning.
- The safeguarding procedure does not reflect current legislation.

### It has the following strengths

- Children are happy and have warm relationships with staff.
- Parents are happy with the level of support they receive from the nursery.
- Children enjoy lots of freedom and independence in their creative activities.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed the children engaged in activities and the quality of interactions with staff.
- The inspector spoke to the manager, staff and children at appropriate times throughout the inspection.
- The inspector sampled documentation which included children's progress records, policies and procedures.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to parents and took account of their views.

## Inspector

Michelle Tuck

## 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 registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 35 children on roll all in the early years age range. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. The staff support children with special educational needs and/or disabilities.

The nursery opens five days a week for 51 weeks of the year. It is open from 8am until 6pm daily. A total of six staff work with the children, three of whom hold relevant early years qualifications at level 3.

### What the setting needs to do to improve further

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

- improve staff's knowledge of the learning and development requirements so that they implement planned, purposeful play experiences that are based on children's individual needs and challenge them to progress to the next steps in their learning in all areas, in partnership with parents
- ensure that all staff understand and implement age appropriate behaviour management strategies, so that children learn how to behave and manage their behaviour for themselves
- foster a culture of continuous improvement by developing self-evaluation systems to identify and address key weaknesses, to include the opinions and views of the staff, children and parents
- improve the key person system to ensure that every child's care and education is tailored to meet their needs and that an adult who knows the child and family well is always available
- update the safeguarding policy to be in line with guidance and procedures of the relevant Local Safeguarding Children's Board.

## Inspection judgements

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

Staff do not adequately promote children's learning and development in all areas. This is because staff do not have a sufficient knowledge and understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. As a result, there is some weak teaching which means some staff do not promote children's learning sufficiently well. Although children are happy, planned activities are often not focused sufficiently on children's individual needs and therefore children quickly lose interest. For example, children are asked to choose one or two counters of a particular colour and put them into a pot. Older more able children complete this easily and younger ones show no interest, quickly becoming bored. When staff are asked how children are progressing in specific areas, staff make general statements such as 'they like messy play' or they are helping them with 'colours and numbers'. Staff demonstrate little knowledge of individual children's progress. Staff are not able to identify children's learning in each area, and do not clearly know what they need to do in order to help children progress to the next stage. Therefore, children are not acquiring the skills they will need for when they move onto school.

Staff make observations of the children engaged in activities. They carry out the progress check when children are two years old when relevant and share this with parents as required. These demonstrate that children are making steady progress in communication, language and physical development. They are also making some progress in their personal, social and emotional development. Although staff use their observations to plan for children's next steps in learning, they do not consistently use the information to plan activities which will support children's individual needs. For example, young children do not focus in group activities because these activities are not gauged at their level of learning. As a result, children become bored and wander away from the activity. These children are brought back to the group, which they find upsetting and this means they are unable to play and explore the environment at a level that is appropriate to their age and developmental needs.

Children engage in role-play, they pretend to buy and sell items from the shop; they dress up in different outfits and take on different roles, such as Father Christmas or a Princess. This means they use their imaginations well. Staff ask children what letter they think their name begins with, emphasising the sound the letter makes. This helps children to successfully recognise the initial sound in their name and the names of their friends. This supports children's learning in literacy. Staff in the baby room engage children well as they talk about the figures and animals from the ark. Children listen carefully and attempt to repeat the words back to staff, which supports their early communication and language skills. Children are mostly engaged and enjoy their time at the nursery. Some individual staff members offer some sound quality interaction, which engages children well. However, this is not consistent across the whole staff team and the planning and delivery of some activities is not fully effective in order to extend children's knowledge and learning. Children like to be creative. They have freedom to choose from a range of materials when modelling with junk. They choose from paint or coloured glue, small or big

pieces of paper and staff encourage them to 'use their muscles' as they squeeze the paint from the bottles. Staff praise the children, model good manners and ask open questions to encourage the children to develop their own ideas. Staff have positive relationships with the parents overall, and share information with them on a daily basis. However, parents are not encouraged to share their children's starting points, which means that children's learning is not fully maximised and therefore children's progress is inconsistent.

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

The key person and key person 'buddy' system is not fully effective in helping children to settle and feel secure. This is because staff are not always clear on who the 'buddy' key person is when a child's key person is not present. This means at times children do not have their individual needs met. Staff do not manage children's behaviour effectively or use strategies according to their age and level of development. For example, young children are constantly told to sit still and listen while waiting for their turn in a group activity. They are not allowed to play with resources of their choice and are made to return to the group when they get bored and wander off. However when they return to the group and become upset they are allowed to play with additional resources of the staff's choice. These inconsistencies do not help the children to learn what is expected of them or teach them how to behave.

Overall, staff teach children about the importance of a healthy lifestyle. Children are encouraged to be independent in their self-care skills and follow suitable hygiene procedures. They routinely wash their hands before mealtimes and after outside play. Children enjoy home-cooked meals provided at the nursery and take part in a variety of outdoor play sessions, which promote children's physical development well. These include Forest School activities. Children confidently move around the nursery and they choose from a suitable range of resources, some of which are stored at child height.

Children learn about some aspects of their own safety. For example, they take part in regular fire drills which means they learn how to get out of the building quickly and safely. They also help staff to make checks in the outside area, such as the security of the gates which also supports their understanding of staying safe.

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

This inspection took place because concerns were raised to Ofsted about how staff manage children's behaviour and the standard of hygiene in the nursery. The inspection found that improvements have been made recently to the procedures carried out by staff in the kitchen. For example, paper towels are used to wipe down surfaces rather than cloths. The nursery environment is generally clean, and the manager ensures that any documentation regarding cleaning routines and food management systems are well maintained. Evidence gathered at the inspection found that children's behaviour is not managed effectively. Although staff use encouragement and praise to promote good

behaviour they do not always use age appropriate behaviour management strategies. This means that children do not learn what is expected of them and this does not promote their personal, social and emotional development effectively. As a result of the inspection findings, the provider is required to take further action relating to behaviour management. This is because they are not meeting the associated requirements of the Statutory Framework for the Early Years Foundation Stage.

Staff do not have an adequate knowledge and understanding of the learning and development requirements. As a result, they are not monitoring children's progress effectively enough or planning challenging experiences for all children which build on what they already know and can do. This means that children's progress is slow. There is ineffective monitoring of the educational programme which means that children's individual learning needs are not being adequately met. There is however adequate systems in place for staff to develop professional partnerships with other agencies to support children with additional needs.

Staff demonstrate a suitable awareness of safeguarding issues, they are able to identify signs and symptoms that would cause concern and are clear about the reporting procedures to follow. Risk assessments are carried out, including daily checks to ensure the premises is safe and secure. Children are appropriately supervised at all times and correct ratios maintained. However, the safeguarding policy does not reflect current legislation. This means that there are no procedures to follow in the event of an allegation against staff, which compromises children's well-being.

The manager does not use self-evaluation to reflect on practice or identify areas for development. As a result, the manager has not identified that requirements are not being met and there are significant gaps and breaches of the requirements that affect children's learning, development and welfare. Although the manager observes staff's practice and talks to staff about their training needs, systems are not effective to identify key weaknesses in teaching and as a result there are inconsistencies.

Staff have established positive partnerships with parents. Parents spoken to at the inspection comment that they are very happy with the provision and that their children are happy. Parents say they feel that communication is good, most of them know who their child's key person is and they feel happy to approach the staff if they had a concern. There are secure systems in place to liaise with other professionals and early years providers to share information, which promotes consistency.

### **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
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

<b>Unique reference number</b>	EY396156
<b>Local authority</b>	Somerset
<b>Inspection number</b>	954530
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Claire London Limited
<b>Date of previous inspection</b>	23/10/2012
<b>Telephone number</b>	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, 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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