

# Home from Home Nursery

70 Vestry Road, STREET, Somerset, BA16 0HX

<b>Inspection date</b>	12/08/2014
Previous inspection date	17/02/2014

<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		3
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		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children are happy, settled and confident to explore their surroundings because they have strong relationships with each other and the staff.
- Staff plan the environment well so that children can make independent choices both inside and outdoors, which supports their all-round development.
- Staff have strong partnerships with parents, which enable them to promote children's well-being successfully.

### It is not yet good because

- The manager has not fully implemented the new system to monitor children's learning and development. This means there are inconsistencies in the way staff identify children's next stages of learning, so any gaps in achievements are only closing slowly for some children.
- Staff miss some opportunities to support children in thinking of ways to solve problems and find out if they are correct through practical experiences.

## 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 children indoors and outside.
- The inspector carried out a joint observation with the manager.
- The inspector checked safeguarding information and the premises.
- The inspector took account of the nursery's self-evaluation and spoke to parents present on the day of the inspection.
- The inspector sampled documentation, such as policies and procedures, children's development records and planning.

## Inspector

Elaine Douglas

## Full report

### Information about the setting

Home from Home Day Nursery is privately owned and managed. 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 receives funding to provide free early education for children aged three and four years. The nursery supports children with special educational needs and/or disabilities and children learning English as an additional language. The nursery opens every weekday from 8 am until 6 pm for 51 weeks of the year. A total of six staff work with the children. The owner/manager has a childcare qualification at level 4. Three staff hold a relevant qualification at level 3 and one member of staff has a qualification at level 2. One member of staff is working towards a qualification at level 3 and another is working towards a qualification at level 2. The staff are supported by an administrator and cook.

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

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

- implement the system for monitoring children's learning and development fully to ensure consistency amongst staff in identifying where children may need further support.

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

- increase staff's awareness of using children's experiences and activities to support children's skills in solving problems.

## Inspection judgements

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

Staff seek appropriate information from parents on children's abilities and interests when they first start at the nursery. They now keep a record of this for staff and their buddy to understand each child's starting points. Parents comment that staff involve them in their children's learning so that they know how to provide additional support at home. Overall, most staff carry out regular observations and the manager has implemented a suitable system to monitor this. However, it is not embedded fully so there are inconsistencies. As a result, some staff inappropriately plan almost the same next steps for some children as

the previous term. This means that not all children are being challenged to progress as rapidly as they are capable. Staff plan a stimulating, assessable environment so that children can explore and play; consequently overall children make satisfactory progress.

Staff enable children to initiate their learning then provide additional resources and support to extend their ideas. For example, children talked about their doll being ill and having spots. Staff provided a doctors bag and children demonstrated their understanding of the equipment. Children used a stethoscope and staff described what children were doing, such as listening to their heartbeat. Older children develop well in their mathematical skills. They enjoy sorting counters by colour and remove the appropriate number and colour when staff ask them to. Staff challenge children further by asking who now has the most or least. Children predict that they can fit into dressing up clothes and staff encourage them to find out if they are correct. However, staff miss opportunities to use activities and children's play to support them in using trial and error to work out solutions to problems. Staff took a broken ribbon-wand away to repair for example, without asking older children for their ideas or help.

Staff support older children satisfactorily in preparing them for their next stage of learning or school. For example, they enjoy managing age appropriate tasks and becoming more independent. Children take part in adult-led activities, such as recognising letters in their name. They confidently suggest other items that begin with that letter. Staff encourage children to recall past events, for example listing the ingredients they used in their cooking the day before. Children then excitedly suggested how they want to decorate their cake. Children enjoy books both individually and in a group. For example, toddlers turn the pages, talking to themselves and pointing to the pictures. They then take the book to a member of staff who reads to them, asking questions to engage the children and promote their speaking and listening skills. Staff introduce new words and encourage children to use words to explain what they would like, supporting their communication skills well. Staff encourage older children to show others how to operate equipment and as a result toddlers see how magnets work. This also promotes children's self-esteem and confidence. Through regular opportunities to be outdoors and access to resources indoors, children become active learners using a range of equipment. For example, they balance and climb, and ride tricycles with control. Older children write their names on their pictures and create their own designs with a range of materials.

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

The manager has reviewed the key person system and now has good procedures to ensure each child has a member of staff to help them settle and meet their individual needs. This includes a buddy system so children have a special person in their key person's absence. For example, young children eat, sleep and have their nappy changed according to their routine and needs. As a result, children demonstrate that they are emotionally secure. Staff encourage children to welcome each other, using songs and sign language so that they include everyone. Parents comment positively on how much their children enjoy going to nursery and describe the staff as caring. They state that staff work with them to support children's self-care skills, such as potty training or cleaning their

teeth. Children demonstrate their pleasure to see each other and approach staff to join their games or read to them. Staff are consistent in their management of children's behaviour, such as calmly reminding children not to stand on toys or they will get broken. Parents suggest that staff involve them in managing any particular issues and children respond well to any boundaries. For example, they remove their shoes indoors to keep the carpets clean and prevent fingers getting stood on. Staff provide good support to prepare children for moving on from the baby room to pre-school and eventually to school.

Children use a good range of resources, both indoors and outside. They select from low-level shelving, which enables them to initiate their learning. There are good resources in place to keep babies safe and meet their individual needs, such as highchairs, cots and changing mats. Children have good space outdoors, with room for large physical equipment and a separate forest skills area for older children to risk assess and make dens for example. In the vegetable garden, children grow their own produce, know where to find tools and watering cans, use them for a purpose and put them back. This promotes their physical development, understanding of the world and personal, social and emotional development.

Staff have a good awareness of safeguarding children, attending training to recognise signs that a child may be at risk and know what procedures to follow. They understand children's dietary requirements and all have first aid training to protect children's health. Staff provide good support during children's play to promote their awareness of safe and healthy practices. For example, as children dress dolls staff talk to them about the importance of keeping a baby warm and how wearing a hat can help that. They role-model washing their hands after changing a nappy and encourage children to think of the risks while they pretend they are ironing. Children regularly practise the emergency evacuation procedures to know how to help with their own safety. Children enjoy a good range of healthy snacks and meals cooked fresh on the premises. Even the youngest children display their pleasure by rubbing their tummy and smiling. Older children gain good independence, pouring their own drinks, cleaning tables and helping to sweep the floor for example. Staff provide good role models by drinking plenty of water. They encourage children to recognise the importance of water and so children talk about plants needing it too.

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

The manager has a sound understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. Since the last inspection, she has implemented new systems to monitor children's learning and development. This includes an overview of how often staff observe children and tracking of whether children are on target in their development. However, this is not implemented fully and as a result there are some inconsistencies among staff. This means they do not have accurate planning for every child to challenge their learning and identify any areas of concern. Consequently, gaps in their development are only closing slowly. Staff keep the premises secure, use CCTV to monitor access to the provision and implement their mobile phone and camera

policy to help keep children safe. They carry out sound risk assessments and check the premises and equipment are safe, while promoting children's independence. The manager follows appropriate procedures to check staff suitability and carries out the induction of new staff herself. All required documentation is in place for the safe management of the nursery.

The manager mentors new staff to support them to understand expectations, know their responsibilities and learn from more experienced staff. She is currently supporting her deputy to involve her in this role as well. The manager reviews policies and procedures at team meetings, to involve staff fully and ensure they understand how to protect and promote children's welfare. For example, they have reviewed the safeguarding policy. Staff have regular supervision and identify their personal development, such as going on refresher courses to keep their knowledge up to date. They have also requested additional support from the local authority to improve strategies for supporting children learning English as an additional language further. The manager has implemented a new system for self-evaluation. This provides a colour coded action plan to help ensure she implements the most significant actions. As a result, staff are booked onto training for observation and planning, and behaviour management in the very near future. In addition, staff now carry out peer observations in order to discuss effective practice and look for ways to develop their own skills. The manager states that this is now a working document to bring about best outcomes for children.

Parents receive daily verbal and regular written information on their child's care and learning. In addition, they receive a written progress check for their two-year-old children. Staff invite parents to a meeting to share the development records. The special educational needs coordinator works appropriately with outside agencies to support children identified as needing additional support. They implement any recommendations to work together to promote children's development. For example, encouraging blowing bubbles or looking in the mirror to support language skills. For children who attend other providers, staff share the communication book and speak to parents. This enables them to share information and have a sound approach to being consistent in their support.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	976218
<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>	17/02/2014
<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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