

Homeland Day Nursery

Navigation Road, Altrincham, Cheshire, WA14 1LJ



Inspection date	19 September 2016
Previous inspection date	22 November 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The passionate and experienced management team strives to offer young children and their families the best early years experiences.
- Managers regularly evaluate the quality of the nursery. They seek the views of staff and parents when making changes that have a positive impact on children's outcomes.
- Staff have a very good understanding of how young children learn best. They plan a wide range of interesting activities that is well matched to children's current stages of development.
- Staff carefully assess the progress children make. They quickly identify any gaps in their learning and development. Staff implement plans that help ensure all children make good progress.
- Partnerships with parents are extremely well established. Staff regularly share information with parents about the activities and routines their child takes part in. The highly effective communication between parents and staff helps ensure children's individual needs are exceptionally well met.
- Staff sensitively respond to children's needs and promote their personal and emotional well-being extremely well. The very strong key-person system helps children to form secure attachments with staff.

It is not yet outstanding because:

- Occasionally, some staff do not give children enough time to think and respond when asking questions which challenge them in their learning.
- Opportunities for all staff to share good practice and learn from each other, in order to raise teaching to an outstanding level, are not fully developed.

What the setting needs to do to improve further

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

- enhance questioning skills that give children enough time to think and respond when being challenged in their learning
- strengthen opportunities for all staff to observe and learn from each other's good practice and raise the quality of teaching even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the early years teacher.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents and also took account of the views of parents in written form during the inspection.

Inspector

Denise Farrington

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff give the utmost priority to ensuring children remain safe. All staff have a good understanding of who to contact should they have any cause for concern about the welfare of a child. Staff regularly check the environment for risks and take appropriate action to reduce the possibility of harm to children. Staff are, overall, very well supported in their role. Managers observe staff as they work with children. They meet with them to discuss aspects of their role and make suggestions about how they can improve even further. The management team carefully plans training and other professional development opportunities. This helps ensure that staff knowledge and skills are up to date.

Quality of teaching, learning and assessment is good

The experienced staff gently support children and have high expectations for their progress. They make purposeful observations and accurate assessments of children's development. Staff use their knowledge of children's interests to provide activities which, overall, motivate and challenge them well in their learning. Staff talk to young children as they play, introducing new words. For example, as babies play with treasure baskets, staff use words, such as, soft and round to describe the different hats inside the basket. Older children are, generally, effectively supported to solve problems. They develop their understanding of mathematical concepts, such as number and height. For example, when playing with toy rockets, older boys compare the heights of their rockets. They challenge each other to make their rocket the tallest before counting backwards to blast off. Staff support children's developing communication, social and physical skills well. Children actively lead their own learning. Staff show interest in what they do and skilfully identify the potential learning in children's chosen activities.

Personal development, behaviour and welfare are outstanding

Staff build exceptionally strong emotional attachments with children and this helps them to thrive. Staff very skilfully build children's confidence and self-esteem. For example, older and more experienced children are encouraged to help younger children with routines, such as teeth brushing. Children of all ages are extremely well behaved. Staff are exceptional role models. They gently support children to understand when some behaviours are not appropriate and sensitively help them to build their friendships. Children are creatively encouraged to manage their own risks as they climb and balance on a range of exciting equipment outdoors. The outdoor area is superb and meets the needs of children who prefer to learn outside exceptionally well. Staff provide a very wide range of delicious, home cooked, healthy snacks and meals. They encourage children to develop excellent hygiene habits.

Outcomes for children are good

Children are enthusiastic and independent learners. They are eager to try new experiences and enjoy solving problems as they play. All children make good progress from their starting points. Children are very well prepared for what they need to learn next. They are well supported for their eventual move to school.

Setting details

Unique reference number	EY307051
Local authority	Trafford
Inspection number	1059698
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	45
Number of children on roll	66
Name of registered person	Atherton House Nursery Limited
Registered person unique reference number	RP524991
Date of previous inspection	22 November 2012
Telephone number	0161 929 1811

Homeland Day Nursery was registered in 2005. The nursery employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and above, including one with early years teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery follows Montessori teaching methods.

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