



Home from Home - The Nannery Ltd

Inspection report for early years provision

Unique Reference Number	EY318077
Inspection date	20 September 2006
Inspector	Ann Austen
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Registered person	The Nannery Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Home From Home - The Nannery Limited opened in 2006 and operates from converted domestic premises in Race Course area of Northampton. A maximum of 20 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:00. All children share access to a secure enclosed outdoor play area.

There are currently 24 children under five years on roll. Of these three children receive funding for nursery education. Children attend from a wide catchment area

The nursery employs eight staff. Five of the staff, including the manager hold appropriate early years qualifications. Three members of staff are working towards a qualification. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from a clean, warm and comfortable childcare environment. They learn the importance of good health and hygiene practices through daily routines. For example, Children readily wash their hands after using the toilet, after messy play, and brush their teeth after meals. This is further enhanced by staff who have secure procedures for changing nappies, and wear gloves and aprons to ensure the safe handling of food. This sustains good levels of hygiene and helps to prevent the spread of infection. Children's welfare is safeguarded because children's individual and personal needs are discussed with parents to ensure that health and medical needs are identified and adhered to. Staff have up-to-date first aid knowledge, procedures are in place for the administration of medication, if children are unwell and in the event of accidents. However, parents are not always asked to sign the accident record book to acknowledge the entry. This compromises children's well-being.

Children are provided with varied, nutritious meals and snacks in accordance with the wishes of their parents. For example, children enjoy casseroles, grilled chicken, rice dishes and daily fresh fruit. Children are encouraged to try new foods, and through planned activities and discussion children are helped to begin to understand why some foods are healthy and some are not. This promotes children's healthy growth and development. Meal times are relaxed, social occasions where children sit together around the table to enjoy their food, each others company and develop good table manners. Children are encouraged to drink throughout the session. This ensures that children remain well hydrated and comfortable.

Children enjoy a good range of physical activities which contribute to their good health and have daily opportunities to get fresh air. They are able to rest and sleep according to their needs. Babies are encouraged to try out their developing skills. For example, staff encourage babies to crawl, stand and walk, providing appropriate equipment to support their development. Older children clearly enjoy being physically active, and look forward to their daily trips to the park and other facilities where they run freely and play on larger apparatus. Children skilfully manoeuvre wheeled toys, bounce on the trampoline, kick and throw balls, crawl through tunnels and move their bodies to taped music. This helps children to develop the confidence to enjoy moving with control, using their bodies in a variety of ways. Children handle tools such as scissors, large and small paint brushes, build with construction resources and manipulate dough. This promotes children's hand-to-eye coordination and strengthens small muscles effectively.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure, welcoming environment. Risks of accidental injury are minimised during indoor and outdoor activities because staff work hard to identify potential hazards. For example, safety equipment is used according to the ages and needs of the children attending. This enables children to explore and take risks in a safe environment. Access to the premises is carefully monitored and staff deployment ensures that children are supervised at all times. Children begin to learn the importance of keeping safe by responding to the guidelines

set out by the staff. For example, children learn about fire safety by practicing the fire escape plan, to cross the road safely, not to talk to strangers and safety around animals. Children are well protected in the sun. A gazebo is erected in the garden, and staff apply sun cream in consultation with parents. Children learn about the risks associated with their activities. For example, to handle tools, such as scissors, pencils and paint brushes safely. Children are well protected by the staff's understanding of the Local Safeguarding Children Board guidelines and procedures, giving high priority to children's welfare.

Children use a good range of resources, including everyday household items, furniture and equipment which supports their play and is appropriate for their age and stage development. They are interested in and want to play with what is available. Outdoor space is arranged for the children's safe play and is well resourced with toys and equipment. Staff check the resources and equipment regularly to ensure that they remain safe.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, relaxed and settled at the nursery. They enjoy activities which develop their emotional, physical, social and intellectual capabilities. Children are able to select from the resources provided, building on their natural curiosity as learners. Staff are continuing to develop the implementation of the 'Birth to three matters' framework for the development of very young children. This will further enhance current good practice. Babies thoroughly enjoy exploring using their senses, handling a wide range of media and materials. They investigate the 'treasure', have fun playing with the bubbles in the water, immerse their hands in baked beans, spaghetti and corn flour. Staff sing to the babies who smile, laugh and rock their bodies with enjoyment. Children show an interest in the illustrations in books and picture cards, imitate animal sounds and learn new vocabulary. This promotes their language and communication skills. Children are confident in their relationships with the staff, who meet children's needs through sensitive and appropriate interactions that promote their confidence and self-esteem. As the children play staff take time to talk, ask appropriate questions and listen to the children. This effectively promotes children's intellectual development. Children's imaginary play is supported as they play with small world resources such as road ways sets and the farm animals.

Nursery Education

The quality of teaching and learning is satisfactory. Staff are continuing to develop their knowledge of the Curriculum guidance for the foundation stage. As a result children are making satisfactory progress towards the early learning goals. Staff use the planning flexibly to build on children's interests and take account of events that occur to extend their learning. A balance of adult-directed and child-initiated activities is maintained, and a daily routine is followed. A new planning system has recently been implemented. Learning intentions are identified, and activities are evaluated and used to assist future planning. Staff are continuing to develop their knowledge of the Special Educational Needs Code of Practice. Staff make daily observations. However, observations and assessments are not sufficiently linked to the stepping stones to monitor children's progress towards the early learning goals. As a result staff are not able to accurately monitor children's achievements, progress or identify possible gaps in their learning against the stepping stones. Staff are caring, friendly and sensitive to the children's individual

needs. They offer reassurance and make good use of praise to motivate and encourage the children.

Children are interested, keen to learn and encouraged to try out new skills. They are developing appropriate levels of concentration, and are learning to sit quietly and listen to staff when required, for example, during circle and story time. Children concentrate and persist as they paint leaves and acorns and are very proud of their achievements. They are forming good friendships with each other, actively seeking out others to share experiences. Children are polite and considerate to each other and are learning to share resources. They are developing their personal independence as they help to tidy away the resources and put on their coats for outdoor play. Children speak with growing confidence. They are developing their early reading skills as they recognise their names from cards. Children make marks, join dots to form letters and some older children write their names, beginning to form recognisable letters. However, children do not always have sufficient opportunities to attempt writing for a variety of purposes. Children look at books for enjoyment, handling them carefully. However, books are not always easily assessable to the children.

Children are developing their number and recognition skills. Older children count to ten and beyond with growing confidence. Simple calculation is successfully introduced through songs and props such as the finger puppet. Children are beginning to use language to describe size, shape and position. They identify shapes such as circle, star and square as they draw pictures on the computer and complete puzzles. Children weigh out ingredients during cooking activities, and investigate capacity as they play with sand and water.

Children's creative development is promoted as they draw, colour, paint and stick, using materials and media to explore colour, shape and texture. A graphics area is currently being developed to enhance this area of learning further. Children enjoy getting messy as they explore the paint with their hands. They create collages, paint symmetrical butterfly pictures and make models using recycled materials. Children use their senses as they explore the rough bark, and smell the fruit at snack time. They sing songs, enjoy action rhymes and enthusiastically handle musical instruments. Children are beginning to use their imaginations in role play, taking on family roles, and roles of familiar people in the community.

Children have daily opportunities to learn about the world around them, through first hand experiences. They visit places in the community such as the church, library, post office and bakery. Children look forward with excitement to their trips. For example, children visit the farm where they see lambs being born, and the safari park to develop their understanding of wild animals. Children learn about the changing seasons, explore living things from plants to trees in the park to mini beasts in the garden with interest. They investigate changes in materials, for example what happens to ice as it melts and set 'traffic light' jellies. Children plant seeds and hyacinth bulbs to observe growth. They use technology to support their learning, operating the equipment with growing confidence.

Helping children make a positive contribution

The provision is good.

All children are welcomed into the nursery because staff value and reflect their individuality. Relationships are very warm, caring and friendly. Staff acknowledge, reassure and cuddle the children. This increases their sense of belonging and promotes their emotional development. There are clear routines to the day which help young children feel secure and settled. For example, sleep and feeding routines are respected. Children have good opportunities to learn about themselves and to appreciate diversity through a variety of play materials and planned activities that reflect the community and wider world. For example, children celebrate festivals such as the Chinese New Year and sample new foods. Children handle resources such as dressing up clothes, dolls, books, puzzles and small world figures which help them appreciate cultural differences and the needs of people with disabilities. They behave well and respond to the staff's appropriate behaviour management strategies that take into account their age and stage of development. Children are helped to learn self control and to resolve any conflict in an amicable way. For example, children take turns in games and share the resources. Children receive frequent reassurance, support, praise and encouragement. This builds children's confidence and self-esteem. Children's spiritual, moral, social and cultural development is fostered.

Children's care, welfare and development are promoted because relationships with parents are open, friendly and professional. Parents are given information about the setting, in the form of a 'parent pack' and receive regular newsletters. Policies, procedures and information about the staff are available to parents in the entrance hall. However, the complaints procedure does not include information about how to contact the regulator. Parents are encouraged to help settle their child into the nursery and systems are in place to exchange information. This ensures that parental wishes are respected and the individual needs of the children are met. Staff complete daily diaries relating to children's care, routines and progress. Parents speak positively about the setting.

The partnership with parents and carers of children who receive nursery education is satisfactory. Parents receive written information about the Foundation Stage curriculum in the prospectus, and views about their child's needs and interests are verbally sought when their child joins the nursery. This helps staff to build on what children already know. Parents are able to speak to staff and view their child's profile at any time. However, records do not always clearly identify children's progress towards the early learning goals.

Organisation

The organisation is good.

Children are happy and settled in the setting. They benefit from the effective organisation of the available space, the flexible routines and the deployment of staff within the premises. This enables children to move freely between activities and develop their ideas as they play. Staff support children during activities and allow them time to practise and refine skills such as cutting and using the computer. Children's care, welfare and development are safeguarded by well maintained documentation. Systems are in place for recruitment, induction and staff appraisal. This ensures that staff are clear of their roles and responsibilities, and that policies

and procedures are appropriately applied. Records are stored securely and confidentiality is maintained.

Leadership and management of the setting is satisfactory. The owner has a clear vision to provide a safe and stimulating environment where children learn through play. Staff are positive and enthusiastic. They are committed to ongoing training to further develop their knowledge and skills to continue to improve the quality of care and education for children. However, clear systems to review and monitor the quality of the education programme have not yet been fully established. Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made by Ofsted.

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The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that parents sign the accident record to acknowledge the entry
- continue to develop the implementation of the 'Birth to three matters' framework
- develop the complaints procedure to include information about the regulator.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop the system of observation and assessment to ensure that information gaining is sufficiently linked to the stepping stones and early learning goals
- continue to develop systems to monitor and evaluate the provision for nursery education
- continue to develop staff knowledge of the Special Educational Needs Code of Practice.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk