



## Home From Home Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY233920
<b>Inspection date</b>	01 November 2006
<b>Inspector</b>	Shan Gwendoline Jones
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<b>Registered person</b>	Nicola Catherine Law
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 good.

### WHAT SORT OF SETTING IS IT?

Home from Home Nursery first opened in 2000 and moved to the present premises in 2002. A maximum of 32 children may attend the nursery at any one time. It is open Monday to Friday from 08.00 to 17.30. The nursery occupies the ground and first floor of a large Victorian house located in New Church Road, Hove. All children share access to a secure enclosed outdoor play area.

There are currently 80 children aged from two to under five years on roll. Of these, 22 receive funding for nursery education. The nursery supports children with disabilities and learning difficulties.

The nursery employs 11 members of staff. Of these, nine hold appropriate early years qualifications and two are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Staff have a clear understanding of the procedures to follow when recording accidents, and the administration of medication. Parents are required to sign an acknowledgement of entries, keeping them informed at all times. Most of the staff in the setting have a first aid qualification, ensuring that children will be attended to immediately and appropriately if they have an accident. Fully stocked first aid boxes are located around the setting to ensure there is no delay should an accident occur.

Children are beginning to have an understanding of healthy eating as they make choices from a variety of healthy options at snack time, such as a variety of fresh fruits and vegetable crudités. Meal and snack times are very well organised as children sit at the table and eat in a relaxed and social atmosphere, chatting to their peers and staff. Children enjoy the independence of being able to choose when they have a drink as their individual drinking cups are easily accessible.

Children of all ages have ample opportunities to develop their physical skills, both indoors, and in the garden area. The learning environment is extended outdoors, offering the funded children a balance across the six areas of learning, for example, creative activities. Children were having tremendous fun moving in rhythm to the dance music. They swayed to the beat and sung some of the familiar lyrics, holding hands dancing and laughing together.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children part happily and settle quickly to their chosen activity. Staff are warm and friendly and enhance children's sense of belonging by creating a welcoming atmosphere. The premises are clean and child centred because the staff ensure they create an interesting play environment for the children; which puts their needs first. Children's safety is assured as access to the premises is monitored by a designated staff member and the door is locked after all the children have arrived. Visitors to the premises are recorded.

Children have independent access to a wide range of equipment and play materials. Resources are both safe and age appropriate and sustain the children's interest well. Children's risk of accidental injury is minimised as effective risk assessment procedures are implemented by staff and this in turn reduces potential hazards.

Recruitment procedures are robust and ensure that only those adults suitable to work with children are allowed to do so. Staff have an adequate understanding of indicators of child abuse. However, they need to gain further knowledge of the procedures. In particular, monitoring, recording and reporting any concerns to ensure they could effectively safeguard the welfare of a child, should the need arise.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are interested and engaged in their play and enjoy their time at the setting. The affectionate, gentle and highly stimulating care given by staff ensures that the younger children understand that they are valued by, and important to, their carers. For example, children were encouraged to communicate effectively, as the staff use a variety of strategies such as echoing and mirroring. Children have enormous fun shaking their hands and dancing to familiar music. Staff ask them about their play and encourage them to participate in familiar songs, such as 'row-row-row the boat'. The children enjoy being together, are finding their individual voices and learning to listen and respond. Babies and young children are able to explore various materials because these are easily accessible to them. Younger children enjoy using various art materials such as crayons and paints, and displays of their art work are in the nursery room. They enjoy learning new skills in a safe environment, as they roll around and crawl up ramps. Staff are committed to supporting the needs of the younger children, they have a sound understanding of the Birth to three matters framework.

### **Nursery education**

The quality of teaching and learning is good. Children are making generally good progress towards the early learning goals. They are fully engaged in a wide range of interesting and exciting activities, which are appropriate to their age and ability. They are engrossed in activities for considerable periods of time, whether working on those set out by staff or ones which they have selected themselves. This level of involvement is enhanced by the adult questioning and the respect shown for children's answers. Children use high quality resources which fully support their learning across the curriculum. Their achievements are celebrated through attractive displays of their work and very effective use of praise. Children are proud of what they can do and readily share their successes with others. However, planning of activities does not always effectively cover all areas of learning, resulting in some minor gaps in the educational programme.

Children are able to use their imaginations exceptionally well during role-play. They successfully negotiate roles and are beginning to play co-operatively together. For example, children had a delightful time trying on the brightly coloured hair pieces in the hair salon. Children have good access to a wide range of craft materials which are available throughout the sessions, enabling them to create their own ideas, using their imaginations freely to express themselves. They have many opportunities to practise their emergent writing skills for a variety of purposes during the day, such as drawing and writing. They have access to writing materials at all times, including in the outdoor play area. Children are developing a strong love of books and use books independently as well as having a variety of stories read to them. For example, the story of 'Handa's Hen' was read to the children. Staff use story boards with pictures of the hen and other animals to enhance the learning opportunities for the children. Children were mesmerised with the story line and Handa's quest to find the hen and the other animals she found along the way.

Children confidently count everyday objects up to 10 and beyond. They use mathematical language to describe shape, size, and position during their play. Children use an extensive range

of natural objects and man-made resources which they are given the time to investigate and explore. They use everyday technology with ease and confidence.

Their physical skills are developed very effectively in many innovative ways. The attractive and stimulating outdoor area is used for carefully planned activities using a breadth of equipment. Children are enthusiastic as staff ensure they gain the most from the activities, learning is fun.

### **Helping children make a positive contribution**

The provision is good.

Staff are friendly and approachable, they talk with the children and their families about events at home, this helps to build positive and trusting relationships. Each child is treated as an individual, and staff work closely with all parents to ensure the children's needs are being met. Children have equal access and time to participate fully in the vast range of activities provided. They are able to enjoy a wide variety of multi-cultural resources, activities and planned themes, these help to develop their understanding of the world around them. For example, during the festival of Diwali, children were making chapattis which they tasted as part of the celebration. This positive approach fosters children's social, moral, spiritual and cultural development.

The nursery has clear procedures in place to support children with learning difficulties or disabilities, and those who have English as an additional language. The special needs co-ordinators have attended training and hold a detailed knowledge of their roles and responsibilities. The setting works closely with the parents and liaises effectively with other agencies. Specific activities are incorporated to support the children and build their confidence within the group environment, for example, use of Makaton sign language.

As children are engaged in meaningful play, their behaviour is good. Age-appropriate and positive strategies are used to manage any difficulties that may arise. Their conduct is rewarded in a positive manner. For example, when children listen, help or comfort others, their names are displayed on the apple tree. Children are thrilled at this recognition and display their apples on the tree with pride.

Partnership with parents and carers is good and is a strength of the setting. The gradual settling in process for new children helps to establish good links with the parents. Children benefit from the shared knowledge between staff and parents to ensure their individual needs are met. Parents speak highly of the service provided and are confident to approach staff, safe in the knowledge that any issue raised will be addressed.

### **Organisation**

The organisation is good.

Leadership and management is good. Children benefit from a highly motivated management structure. The registered provider regularly reflects, monitors and improves the quality of the care and education she provides. The management team ensure that staff are kept up to date and are given excellent training opportunities, including studying for national qualifications. This results in a committed and well-informed work force, working together to meet the needs of the community. Efficient systems and a comprehensive induction make sure that policies and

procedures are well known by all staff. The setting meets the needs of the range of children for whom it provides.

The quality of teaching and learning is good. Staff are knowledgeable about the Foundation Stage curriculum and the Birth to three matters framework, which impacts on the organisation of the nursery and the achievements children make. As a result, the provider meets the needs of the range of children for whom they provide.

Detailed policies and procedures are implemented effectively to successfully promote children's care and well-being and these have been organised together to show how the setting promotes the outcomes for children.

### **Improvements since the last inspection**

The setting have made good progress in relation to addressing the issues raised at the last care inspection. There is a free flow of activities between indoor and outdoor play. The outdoor area covers the six areas of learning, for example, creative, science, construction and literacy skills. Planned themed topics also enhance the learning opportunities for the children further. All children have more time to explore their own ideas and interests. Themes, such as Chinese New Year run over a whole week with various arts and craft activities with cooking and tasting of traditional dishes.

At the last nursery education inspection the nursery was asked to develop more opportunities to explore feelings during everyday activities. The nursery has a strong key worker system, offering more one to one and small group activities. Topics also cover a range of feelings, for example 'all about me'.

Children's mathematical development has progressed well; staff use every day routines and planned activities to extend their understanding. Games such as Hopscotch further enhance their mathematical development. Children have more opportunities to explore design. The 'messy room' provides various topics with clear learning intentions. There is laughter and banter between the staff and children as they have fun playing with the 'jelly gloop' as part of the Halloween themed project.

### **Complaints since the last inspection**

Since the last inspection 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 complaint record may contain complaints other than those made to Ofsted.

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### 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):

- develop staff's knowledge and understanding of child protection issues, in particular monitoring and recording any concerns.

#### **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 planning and assessments systems, to ensure children are supported through the stepping stones towards the Foundation stage of learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)