

Home From Home

Inspection report for early years provision

Unique Reference Number	EY259029
Inspection date	20 September 2007
Inspector	Elizabeth Margaret Grocott
Setting Address	18 Alexandra Road, Waterloo, Liverpool, Merseyside, L22 1RJ
Telephone number	0151 928 0787
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Registered person	Home From Home
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 Day Nursery was registered in 2003 and is owned and managed privately. The nursery operates from a three storey Victorian house in Waterloo, Liverpool. The facilities for children are spread over three floors and all children share access to a secure enclosed outdoor play area.

The nursery supports children with learning difficulties and disabilities and those who speak English as an additional language. The setting is open from 08.00 to 18.00 Monday to Friday throughout the year, with the exception of public holidays and a week at Christmas. There are currently 78 children aged from birth to under five years on roll and 15 children receiving funding for nursery education.

There are currently 13 staff who work with the children, on a full and part-time basis, not including the two nursery managers. All of the staff have appropriate early years qualifications or are working towards one. The setting receives support from an early year's advisory teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's good health is effectively promoted because all areas are kept clean using antibacterial sprays and floors are regularly swept and mopped to prevent children slipping. Staff wear protective aprons when serving food and aprons and gloves when nappy changing. Children are encouraged to hand wash before eating and after playing in the garden to prevent the spread of infection. This helps them to form good habits for the future. The nursery has recently received a Clean Air award.

The children benefit greatly from the healthy meals cooked on site using fresh ingredients. Children relish the home made vegetable carbonara and chicken risotto. They talk confidently about how they need to eat all their dinner to grow up to be strong. Children learn to make healthy choices in their diet. They enjoy the daily portions of fresh fruit and vegetables for their meals and snacks and this contributes significantly to their recommended five portions a day. The varied menu caters for vegetarians and also for children who have specific allergies. Children have access to fresh water all day which keeps them hydrated. They know which cup is theirs, as their photograph is displayed on it. The babies have their emotional and nutritional needs met well; they enjoy being held closely and sleep contentedly, because they are happy and satisfied. Babies are weaned on the freshest ingredients, taking into account the parents' wishes. The nursery have recently received the Food Charter award.

The children develop an excellent approach to being active indoors and out, which is highly stimulating. The garden is used for climbing, hopping, jumping and bouncing. They enjoy the wheeled toys, and learn to negotiate their paths and each other as they play. The garden is also used for children to plant and grow their own vegetables and fruit. They harvest these and give them to the cook to prepare for their meals. They also use these to study, using magnifying glasses to look at the roots in fascination and make drawings of the curly carrots.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming environment. The staff use displays of children's work, storyboards on the walls and bright colours to make the surroundings attractive and child friendly. The atmosphere is relaxed and tranquil with children busy and happy. There is information about the 'Birth to three matters' framework and the Foundation Stage, displayed for parents to see.

Children play in a stimulating environment where they are able to safely access resources independently. Resources are stored in low level units or boxes on the floor and are labelled so that children can confidently help to tidy up. Toys and equipment are appropriate for the age range of children and maintained in a safe condition.

The managers and room leaders assess risk at the setting, identifying and minimising potential hazards. However, during the inspection daily attendance records did not accurately reflect the number of children present. This compromises children's safety in the case of an emergency. Children are kept safe within the setting because they are supervised effectively by staff and close circuit television allows staff to view visitors before they enter the building. Children are taught how to carefully walk down the stairs holding on to the banister and how to evacuate

the building quickly when the fire alarm is sounded. Occasionally, there are lapses in safety as some younger children are not correctly restrained in high chairs which puts them at risk. Sleeping babies are monitored regularly and sleep patterns are recorded and passed to parents.

Children are safeguarded because staff understand their role in child protection and are able to put the appropriate procedures into practice if necessary. Staff feel confident to approach the manager about any concerns and have taken appropriate safeguarding training. The setting has procedures in place regarding any allegations made against a member of staff, and parents are informed of the setting's child protection procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and laugh whilst playing with their friends, for example, when they dress up and act out in the role play area. All activities and routines are very well planned and prepared which means that the staff are able to focus on the children's immediate needs throughout the day. Children share conversations with the staff who readily listen to them and take an interest in what they have to say. Babies enjoy close contact with their carers who sit on the floor with them rolling and catching coloured balls. Stimulated by the rich nursery environment, indoors and out, children remain enthusiastic and motivated throughout their day. All children in the nursery are encouraged to recycle helping them to learn about the world in which they live. Staff engage positively with children and know them very well. Trusting relationships are built because staff have good communication skills and effective relationships with parents. The high ratio of staff to children means they all receive plenty of individual attention.

Preschool children have a more structured day in preparation for school. The use of interesting rhymes and songs throughout the day promotes the children's understanding and increases their vocabulary. Younger children enjoy getting the musical instruments out and playing along to their favourite songs. The broad range of activities promotes the children's development and captures their interest throughout the day. The babies engage in a range of sensory activities; they have great fun splashing at the low level water tray and playing with coloured cooked spaghetti.

Nursery education

The quality of teaching and learning is satisfactory. Key staff are skilled in their interactions with the children in relation to their care and education. They have a sound understanding of the Foundation Stage and use this to plan for the children's development in all areas of learning. The stimulating indoor and outdoor environment promotes motivation and independent learning. Although children engage in a wide range of interesting activities, there is not enough emphasis placed on observation and assessment. The observations are infrequent and are not used effectively to inform the future planning to complete the observation, assessment and planning cycle. Staff know each child well and differentiate activities to suit the varying learning abilities of individual children so they are appropriately challenged and supported to make progress. However, children's records of progress do not reflect this knowledge. Staff are unaware of the need to monitor children's progress through the stepping stones from the term after their third birthday. Children are making satisfactory progress across all six areas of learning in relation to their starting points.

Staff build on children's interests using construction, role play and small world play. They cover themes, such as 'myself' where children use mirrors to look at their reflection and replicate this

in craft activities. They talk about their homes and what colour their front doors are; who lives at their house and what they looked like as babies. Children visit the bathroom independently to hand wash and use the toilet. They help each other to get tissues to wipe their noses. Children's behaviour is very good as staff remind them to use their listening ears and their looking eyes when they sit together in a group. They are rewarded with being 'star of the week' and receive hand stamps for acts of kindness.

The wealth of print in the environment and well organised group activities means that the children's development in all areas of communication, language and literacy is sound. They develop a keen interest in books and understand about print carrying meaning, what the author does and what the illustrator's job is. They make regular visits to the local library and learn numbers in French as well as English. They also have the opportunity to use the lending library at the nursery. Children's mark making skills are enhanced as they produce and sell train tickets as part of the role play. Children used number in their daily routines, for example, counting each other before lunch and making simple addition and subtraction predictions. They investigate floating and sinking in their water play and make charts about which ways children travel to nursery.

Children examine various living things in the garden and find out more about them. They plant cress seeds and look after them in different ways to see what will happen. For example, they water some normally, they over water some and some they do not water at all. They use the computer well to support their learning in other areas. They know how to operate the simple programmes and move from screen to screen to find their favourite part of the game. The children learn the necessary skills for designing and creating at the various craft and construction activities. They engage confidently in various role play opportunities and express themselves freely. They act out well known experiences in their fruit and vegetable shop indoors which they have created. Children have opportunities to engage in life painting, stencilling and constructing with plaster of Paris, as well as other sensory medium.

Helping children make a positive contribution

The provision is satisfactory.

All children are very warmly welcomed into the setting and encouraged to take part in all the activities on offer. Children are able to make their own choice of activities they wish to play with and have some opportunities to play with resources which show positive images of wider society. However, staff are not confident in their underpinning knowledge of why they provide such resources. There are limited positive images displayed around the nursery rooms for children to recognise and accept similarities and differences. Children are developing an awareness of the needs of others. For example, they get people to sponsor them to wear their pyjamas to nursery and the money they raise goes towards helping children less fortunate than themselves. There are systems in place to draw up individual learning plans for children with learning difficulties or disabilities, although staff have not identified any children who need these.

Children's behaviour is good. They play well together, learn how to share and take turns and are beginning to accept the needs of others. They begin to understand right and wrong through consistent boundaries and age-appropriate methods. Staff manage behaviour by using explanation and distraction. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Relationships are warm and friendly and a high level of information is shared in written and verbal form. The settling in policy works exceptionally well in practice, promoting a consistent and coordinated approach to children's care. Parents are regularly consulted on the care and education provided and are overwhelmingly pleased with the quality provided at the nursery. There is a log of formal complaints which parents can see and also a copy of the nursery policies and procedures. Daily diaries for the youngest children give a good level of information about their care routines and activities they have enjoyed. Parents are regularly invited into the nursery to discuss children's progress, achievements and view their work.

Organisation

The organisation is good.

The children benefit from the staff's approach to their professional development and the management's proactive methods of self-evaluation. Many staff are involved in training at some level and they talk about how this continues to influence their practice. Management use the regular staff meetings to evaluate practice and motivate the staff. This enriches the play and learning opportunities for the children. The setting has a robust system to ensure staff are suitable to work with children. All relevant checks are taken; a thorough induction system is implemented and ongoing training and support is offered. All staff are enthusiastic about their role and feel well supported by the management.

The successful management of the setting is underpinned by a good operational plan; a range of comprehensive but concise policies and procedures and the on-site support and direction of the two dedicated managers. The staff have a clear understanding about their individual roles and responsibilities and work well together. The key worker system supports the children's care and development very well.

The leadership and management of the setting is satisfactory. The managers who are both qualified teachers strive to provide a safe and secure, homely environment where parents are confident about leaving their children. The nursery managers work closely with staff who have responsibility for the Foundation Stage curriculum to ensure children have regular opportunities to participate in the full range of activities and experiences offered. However, the system for monitoring and evaluating the provision for nursery education is not yet effective. It does not ensure that all children's progress is observed and assessed regularly to plot their progress through the stepping stones. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last care inspection the providers were asked to update some of their policies and procedures; devise a key worker system; introduce sleep charts for babies and develop staff's knowledge and understanding of child protection. The policies and procedures have been revised and meet the requirements of regulation. Babies are monitored every 15 minutes while they sleep and these records are passed to parents. All children have a key worker to ensure that their individual needs are met and parents can have contact with one main person responsible for their child. All staff have attended external or internal training on child protection since the last inspection. All of the recommendations have been met and contribute to the ongoing safety and welfare of children.

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 complaints 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):

- ensure daily attendance records accurately reflect the number of children present at all times and that children in high chairs are correctly restrained
- provide more opportunities to help children appreciate and value similarities and differences of culture, gender and disability and increase opportunities for children to develop their independence.

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):

- further develop the system for monitoring and evaluating the provision for nursery education
- ensure that observations of activities and identification of next steps in learning for individual children are used effectively to inform future planning to complete the observation, assessment and planning cycle
- implement an effective system for monitoring children's progress through the stepping stones from the term after their third birthday.

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