

The Home To Home Nursery (York) Company

Inspection report for early years provision

Unique Reference Number	EY364167
Inspection date	27 June 2008
Inspector	Diane Lynn Turner
Setting Address	Logistics House, 33 Hospital Fields Road, Fulford Industrial Estate, York, YO10 4DZ
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Registered person	The Home To Home Nursery (York) Limited
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 good.

WHAT SORT OF SETTING IS IT?

The Home to Home Nursery is a privately owned provision. It operates from a two storey building in Fulford on the outskirts of York. Younger babies are cared for on the ground floor in an open plan room which has an integral kitchen, nappy change and sleep facilities and children from the age of one-year-old onwards are cared for on the first floor in three rooms according to their age.

The nursery is registered to care for 52 children at any one time and is open all year round, with the exception of bank holidays. Opening times are Monday to Friday from 08.00 to 18.00. There are currently 89 children on roll, 22 of whom are in receipt of funding for nursery education. Children with learning difficulties or disabilities are welcome to attend.

There are 14 members of staff, 13 of whom hold, or are working towards relevant childcare qualifications ranging from level 2 to level 3 and above. In addition, a cook and cleaner are also employed. The nursery is a member of the National Day Nurseries Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are kept healthy because they are cared for on clean premises where staff follow good procedures in their everyday routines. For example, they routinely clean surfaces with anti-bacterial products, wear disposable gloves and aprons when changing nappies and use hand sanitising gel, which is available in all areas, whenever necessary. Clear procedures are in place for the care of children who are ill, and to minimise the spread of infection. For example, staff make any child who becomes ill at the nursery comfortable, then monitor them, record their observations and contact the child's parent to collect them if necessary. Notices are also displayed to inform parents of any infectious diseases that may be prevalent.

Children learn to manage and follow effective procedures in their personal care. They routinely wash their hands before eating and baking activities and the older children know to wash their hands after using the toilet. They show a good understanding of the importance of using soap, confidently explaining that this helps to get rid of germs that may make them ill. Staff also request that parents supply their child with a hat and sun cream to protect them when playing outside during hot weather.

High priority is given to ensuring children of all ages enjoy fresh air and physical exercise each day. Babies are taken for walks in their pushchairs and the toddlers and older children enjoy using the equipment in the outdoor area, which has recently been refurbished. For example, they enjoy running around, digging in the sand and riding wheeled toys. They also go for walks in the local area and visit the nearby park to use the large play equipment.

The nursery gives high priority to helping children develop a very positive attitude towards food and to enjoy meal times. The children have freshly prepared meals using organic or locally produced food, with well-balanced menus on display for parents to see. Any special dietary requirements are taken into account when preparing the meals and the menu also reflects current topics being followed, which enables the children to experience food from different countries. For example, at the inspection visit the children were offered 'jerk' chicken and 'outback' chicken for lunch to link in with topics on Jamaica and Australia. Meal times are pleasant social occasions. Staff help the very younger ones to develop their independence in feeding and the older children are encouraged to serve themselves and pour their own drinks, which they do so very capably.

The children learn about how food can be sourced. For example, they grow their own fruit and vegetables in the outdoor area. They are keen to see if their strawberries are ready to eat and enthusiastically help to dig up the lettuce, which they enjoy as part of their tea. Baking is also a very popular activity within the nursery which helps the children to learn to prepare food from an early age. For example, the toddlers enjoy baking and icing buns and the older children choose what they would like to make. They recently decided they wanted to use lemons when they learnt how to make lemonade and lemon biscuits amongst other items.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, welcoming and stimulating environment. All areas have photographs of previous activities and examples of the children's work displayed, which shows

their efforts are valued and appreciated. Each child is supplied with a bag showing the nursery logo and a named coat peg for their belongings, which helps to give them a sense of belonging. Most areas are well-maintained, however, some of the floor tiles in the baby room are beginning to lift, posing a possible tripping hazard. The owner is aware of this and plans are in place to replace the flooring in the near future.

Children have access to a good range of well-maintained and age appropriate toys and resources which are presented at their level, enabling them to make independent choices in their play and learning. All children have access to a good balance of both manufactured toys and natural and found materials, such as shells, household items and those made from wood and metal, which enables them to explore a wide range of textures in an open-ended way.

Staff give high priority to ensuring all areas are safe. The premises are kept secure both inside and outside, good use is made of equipment, such as safety gates and socket covers to minimise risks to the children's safety, and staff routinely follow good practices. For example, they promptly sweep up any spills of sand to prevent slips and falls and dispose of this in the bin to prevent contamination. They also carry out a head count before the children go outside and when they return, making a note of this on the wipe board. Children learn about keeping themselves safe in a number of ways. For example, they learn to use the banister when going up and down the stairs, they take turns to be the 'door helper' when they hold the door open as the group leaves the room and they learn about road safety as they go for walks in the local community.

Children are well protected from possible abuse. The nursery's policy for safeguarding children is very clear and includes procedures to be followed if an allegation is made against a member of staff. It also has the contact numbers for various agencies, such as social services and is included in the welcome pack for parents. All staff attend training to enable them to recognise the possible signs and symptoms of abuse and they demonstrate a good understanding of the referral procedure, confidently relating what they would do should they have any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well at this warm and welcoming setting. They develop good relationships with the motivated and caring staff who provide a good range of age appropriate and well planned activities. Those working with the youngest children have a good understanding of the 'Birth to three matters' framework which they use very effectively to promote children's learning and development.

Babies relate well to the staff who care for them. For example, they seek them out if they are upset and cuddle into them when having their bottle. They have access to a good range of toys and other activities, such as exploring items in the treasure baskets and in the sensory area. They experience the texture of paint as they make hand and foot prints, they learn to use paint brushes and sponges and enjoy songs and action rhymes, such as 'Twinkle, twinkle, little star'. Information about their care routines and the activities they have enjoyed is recorded in their day books which parents also use to pass relevant information on to the staff. For example, if the child has had a disturbed night.

Children who are cared for in the tweenie and toddler rooms enjoy various activities which are both adult-led and child-initiated and the programme is flexible to take account of any spontaneous play. For example, during the inspection two children began moving to the music

being played in the background. Staff observed this and extended the activity by encouraging the children to move in different ways, such as marching. Several other children then joined in and this led to a fun filled activity with lots of laughter. The children also look forward to, and thoroughly enjoy, the weekly French session led by an outside provider who is a French national. They become fully immersed in the activities and show very good concentration for such young children. For example, they laugh with delight as they observe the props, such as the crocodile puppet and use the wooden spoon faces to show whether they are happy or sad all the while being introduced to and using French words.

Nursery Education.

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage and provide a wide range of stimulating activities, with the children fully involved in deciding on the topic to be followed. Staff are enthusiastic and inspire the children to learn. They make the activities sound exciting and present these effectively so that the children are able to learn in various ways. For example, they are able to choose their own activities, to work in small groups with an adult or join in with whole group activities, such as completing the weather chart. They make good use of everyday routines to promote children's learning and independence, and acknowledge their achievements with lots of praise.

Both the three and four-year-olds are very confident and independent. They decide which tasks they want to take responsibility for each day, such as setting the table for lunch. They carry out their duties very seriously, reminding one another who is responsible for which area. They share and cooperate well in their play, for example, taking turns with the marker pens as they use the wipe board and they put their hand up if they want to speak during whole group activities. They demonstrate good control as they use tools, such as pencils and paint brushes and as they pour their own drinks and serve their own food. The opportunities to develop their climbing and balancing skills, however, are limited.

Children's communication, language and literacy is developing very well. They understand that words carry meaning and that books can be used for different purposes. For example, they listen to stories and use reference books to find out about Australian animals. They confidently trace over words, help write captions for the display boards and many can write their own name, which they do so to identify their work. They chat happily to one another as they play and their vocabulary is constantly being extended by the introduction of new words, such as the names of Australian animals and sea creatures. They display creativity as they paint pictures, dress up and use their imagination and join in with singing in both French and English.

Children's mathematical understanding is also developing very well. For example, they all join in enthusiastically as they identify the date and count up to the corresponding number. On the inspection visit most counted up to 27 and then proudly did 27 jumps. They correctly sequence the days of the week and show they can identify, and correctly draw, different shapes as they use the wipe board. They understand about size, correctly identifying that they have a small and large crab as they play in the sand and that they are bigger than the children in the toddler room.

Children are very interested in the wider world and nature. They correctly identify where Australia is on the map of the world and they show they understand a number of French words and phrases as they join in with the weekly French sessions. For example, they confidently introduce themselves, count to 10 and state whether they are happy or sad. They show a keen interest in gardening. They admire the flowers they are growing and are proud of their vegetables. They

know the plants need water to help them grow and that sometimes creatures, such as slugs may damage their plants. On the inspection visit they were fascinated by a large slug they found when picking lettuces for their tea. They enjoy using construction materials, such as the 'marble run' and know how to operate the CD player. They also have access to play phones and torches which helps develop their understanding of how things work. They do not, however, currently have opportunities to develop their understanding of information technology as they do not have access to a computer.

Helping children make a positive contribution

The provision is good.

All children are welcome to attend the nursery and are valued as individuals. In addition to the information gathered on the registration form, parents are also asked to complete an 'all about me' form for their child which provides staff with details of the child's interests, likes and dislikes. Staff discuss the care routines for the younger children with their parents and follow these, taking note of any changes as the children develop. Children with learning difficulties or disabilities are welcome in the setting. Staff work with parents and any outside agencies involved in the child's care to ensure they receive the correct support to help them progress. Individual play plans are drawn up and activities adapted to ensure inclusion.

High priority is given to helping children to learn about the wider world. For example, they learn about other countries, cultures and customs through craft activities, exploring artefacts and baking. They make flags, learn about exotic fruit, and show fascination as they try to make sounds using a large conch shell and a didgeridoo. They also have opportunities to learn about the local environment as they cross the Millennium bridge on route to the local park, go for walks in the woods and observe the city walls.

Children behave very well throughout the nursery. Staff are very good role models for them to follow. They value and respect the children's opinions and acknowledge their achievements with lots of praise. They consult them as to what activities they would like to see offered, which means the children are well occupied because they are involved in activities that interest them. Staff support the youngest children in learning to share and work together as a group, gently reminding them of the boundaries. The older children are very willing to help, they know to put resources away when they have finished playing with them, they use good manners and are polite and welcoming to anyone visiting the nursery. All of which, shows that their spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Staff value parents as the children's primary carers and welcome their input. They are provided with very good information when they first express an interest in the setting and when the placement begins. The parent pack includes general information about the setting, a number of policies and procedures and details of the child's key person so they have a point of contact. Pre-placement visits are tailored to the child's individual needs, the weekly menu is displayed and regular newsletters are sent out. New parents are also asked to complete a questionnaire after a month to ensure they are happy with the service.

Staff ensure parents are kept fully informed of their child's day. A daily diary or record sheet is completed for the youngest children, they make themselves available for discussion and welcome the parents involvement in their child's learning. For example, parents are able to borrow books to share at home and they are informed of the topic being followed so the children can bring items relating to this in to share. Parents spoken to during the inspection were very

happy with the care their children receive and one parent took the time to express her thoughts in writing as she was not able to speak to the inspector. Comments included that they value the affection staff show the children and that they admire their professionalism.

Organisation

The organisation is good.

Leadership and management of the nursery is good. The owner is committed to providing high quality childcare with equal emphasis being given to the children's care and education. There are effective systems in place for the recruitment and vetting of any new staff and for their induction, with annual appraisals to monitor their ongoing development. All staff are committed to developing their knowledge and practice. For example, they all attend regular training courses and four are currently working towards a degree.

Staff work very well together as a team, they clearly enjoy working with the children and their enthusiasm for activities, such as the French sessions inspires the children to take part. They have regular staff meetings where their input is valued and they are given areas of responsibility. The manager is very approachable and leads the team well. She has weekly meetings with the capable deputy and visits all the rooms each day, helping out where necessary. For example, at meal times.

Detailed, but easy to understand, policies and procedures are in place. These cover all areas of the provision and clearly show how the service operates. Parents are given copies of the policies when the placement begins and from discussion it is clear that they fully understand and follow these. For example, they know the procedures to be followed if their child requires medication or if they need to make a complaint.

Room supervisors take overall responsibility for the planning of activities but all staff have input and are responsible for implementing them. Activities for the funded children reflect their interests, with daily discussion about what they would like to see included. Staff monitor the activities to ensure all six areas of learning are covered. Systems are in place throughout the nursery for observing and assessing children's progress but these are currently being developed. As a result, some of the children's records have not been kept up to date, particularly in the toddler and pre-school rooms.

Overall, the provision meets the needs of the range of the 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 to Ofsted.

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The quality and standards of the nursery education are good.

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 all areas of flooring in the baby room are maintained in good repair
- ensure children's records of progress are kept up to date (also applies to nursery education).

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):

- provide more opportunities for children to develop their climbing and balancing skills and their understanding of information and communication technology.

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