

Homeland Day Nursery

Inspection report for early years provision

Unique reference number EY307051
Inspection date 27/01/2009
Inspector Lynda, Margaret Ronan / Krystina Chitryn

Setting address Navigation Road, Altrincham, Cheshire, WA14 1LJ

Telephone number 0161 929 1811
Email tim.apel@jglas.co.uk
Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Homeland Day Nursery is one of three registered facilities provided by Atherton House Nurseries Limited. Homeland Nursery opened under the present ownership in 2005. Prior to this, a nursery operated on the premises, under different ownership, from 1992. It operates from a converted house in Altrincham, Cheshire.

The nursery is registered on the Early Years Register and both parts of the Childcare Register, to provide care for a maximum of 45 children at any one time, all of these may be in the Early Years age range. The facility is open each weekday from 08.00 to 17.45 for 50 weeks of the year.

There are currently 82 children on roll in the early years age range. Of these, 20 children receive funding for nursery education. Children come from a wide catchment area. The nursery supports children with special educational needs.

The nursery employs 17 staff. Of these, 13 including the manager hold appropriate early years qualifications. There is one member of staff currently working towards a qualification. The nursery follows the Montessori teaching methods with children. Two staff hold the diploma in Montessori Teaching. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Children are happy in the setting and make satisfactory progress in their learning, as staff provide a safe and welcoming environment. Children are engaged and occupied in the activities offered and staff work in partnership with parents to promote children's learning. The communication of children's care needs is generally effective. The provider and manager have an understanding of the strengths and areas for development of the setting and take steps with support from the local authority to make some improvements.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further enable younger children, through the learning environment and organisation of the day, to develop their own play and to encourage their sustained thinking
- develop a tracking system for babies and young children to ensure they are making optimum progress in all areas of their learning
- ensure information is shared effectively to ensure individual special needs are consistently met.

To fully meet the specific requirements of the EYFS, the registered person must:

- keep a written record of all medicines administered to 28/01/2009

children, and inform parents (Promoting good health).

The leadership and management of the early years provision

Children remain safe as staff are vigilant in following health and safety policies and precautions highlighted in the very thorough risk assessments. Children are encouraged to manage acceptable risks for themselves, for example, older children take control of their own well-being by washing their hands appropriately, where possible, without prompts from adults. Security is a priority of the nursery, for example, a closed circuit television system monitors all visitors to the nursery.

Secure employment procedures ensure that persons working with children are suitable to do so and have appropriate skills. Staff are fully aware of safeguarding policies.

There is a strong commitment to staff development and the owner funds external training as well as in house training, an example of which is that all staff hold current first aid certificates, which considerably enhances children's well-being should they become ill. Administration of medication is not recorded on a daily basis in all instances; this is a breach of regulation. Children's health is supported by regular daily play outside in the fresh air and a diet which includes a wide variety of fresh fruit.

Management assess the strengths and areas for development of the setting in their self-evaluation, however, this is not inclusive as staff and parents are not involved in this process and therefore do not have ownership of any development plans. The setting took satisfactory action to meet recommendations made in their last report.

The partnership with parents and others is good. Parents value the individual care staff provide and staff and parents work well together to ensure children's needs are known and recorded, so that care is consistent and in accordance with parents' wishes. Parents receive information about their child's progress every four months and are asked to contribute in writing to the record of their child's learning journey. Other professionals contributing to the welfare and learning of children are welcomed into the setting and staff action the advice they offer.

The quality and standards of the early years provision

Babies form secure relationships with their key workers who take good care to ensure babies emotional development is well supported, for example, by looking at laminated pictures of their family members and friends, with them. Most staff support babies communications skills well through good interaction during play activities and daily routines. Older babies enjoy the challenge of the soft play area and are thrilled to reach the top and slide down, aided by their key worker.

Toddlers are well settled, happy and experience a wide range of activities on a

daily basis, such as role play, outside play, reading and singing and tactile activities, such as play dough and sand play. The learning environment and staffs understanding do not fully support children to lead their own learning. For example, movement between the three rooms available to toddlers is controlled by the adults and this sometimes results in children's concentration on their play being disrupted.

Systems to observe plan and assess babies and toddlers are in place and generally well used by staff, however there is no system to track children's development, which lead to gaps in provision and planning.

The two groups of pre-school children are very well supported to make progress in all areas of learning. Pre-school children are active, enthusiastic and independent learners. Children freely access resources and staff skilfully challenge them to take next steps in learning, often in imaginative ways. For example, children learn about Chinese New Year and culture and increase dexterity by writing Chinese symbols with chalk on the floor outside and by picking up pompoms with chop sticks. Staff use observations of each child effectively to identify their next steps in learning and maximise their progress. They track each child's progress against Montessori development charts and link children's development with the Early Years Foundation Stage.

Children and babies enjoy books and stories and are beginning to realise print carries meaning. Older children recognise letters and start sounds of words and are eager to give examples of words beginning with a variety of sounds. Children are familiar with mathematical language, such as smaller and more, pre-school children have very good opportunities to recognise number by, for example, using a number line and clothes pegs to give concrete meaning to abstract terms. Babies are less supported to develop mathematical understanding.

Children are well supported throughout nursery to develop fine motor skills and all take part in weekly dance sessions. Children play actively outside each day, however plans supporting this area are not always sufficiently focussed. Babies sleep outside each day so that they get fresh air, however, older babies who are walking do not have an opportunity to explore outside, as regular as older children.

Children learn about the wider community through role play, for example, playing shopping and visiting the vets. They take part in charity events and occasionally have visitors, such as the fire brigade which widens their experience of their community. They do not have first hand experiences of their immediate environment; for example they do not make use of resources close to nursery such as the adjoining park and close by shops and tram station.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met