

# Home From Home

Inspection report for early years provision

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<b>Inspection date</b>	20/01/2010
<b>Inspector</b>	Jean Evelyn Thomas

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<b>Type of setting</b>	Childcare on non-domestic premises
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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Home From Home Day Nursery opened in 2003 and is owned and managed privately. The nursery operates from a three storey building in Waterloo, Liverpool. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 8am to 6 pm, for 51 weeks of the year.

The nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 57 children may attend the nursery at any one time. There are currently 84 children aged from birth to under five years on roll. Currently older children do not attend. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 23 members of staff, of whom 20 hold early years qualifications to at least a level 2. The setting provides funded early education for three and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe and inclusive environment, where staff know them extremely well and respect their individuality. Their learning and development is supported through observations and planning for their individual needs. Children enjoy a wide range of activities and experiences, both inside and out, which supports their progress towards the early learning goals. Strong partnerships are maintained with parents, carers, other providers within the Early Years Foundation Stage (EYFS) and support agencies to promote continuity. The management work with staff to review practice, and together they identify the setting's strengths and areas for further development.

## What steps need to be taken to improve provision further?

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

- further develop systems to monitor children's progress across the six areas of learning towards the early learning goals
- ensure consistency in staff's understanding of the procedures to follow to protect children from harm
- improve the range of resources available to the babies and younger children to help nurture their understanding about the diversity of society.

## **The effectiveness of leadership and management of the early years provision**

Children's safety is promoted well within the setting. There are robust recruitment systems to determine staff's suitability. Staff have a secure knowledge of child protection issues. However, there are inconsistencies in staff's understanding of implementing procedures to protect children from harm. Children are closely supervised in their play and daily routines, to ensure that they are safe. Effective risk assessments are completed to monitor the areas used by the children, and take appropriate action to address any potential issues.

The management team demonstrates a strong commitment towards continual improvement to provide quality care and education for children. Staff work as an effective team. There are opportunities for staff to raise their levels of qualification and to attend training. Staff cascade their new learning with the rest of the staff team for consistency and to support improvements to practice. The recommendations have been addressed. The recommendations regarding the educational programme have mainly been addressed through the implementation of the EYFS. Staff plan to meet individual children's learning needs by recording their observations of children's development and working out each child's next steps in learning. Staff use the EYFS framework expectations to identify the children's next steps. Although monitoring systems for planning have been established it was identified that aspects of the planning is not balanced across the six areas of learning. The records of attendance are maintained as required and children are appropriately secured in highchairs for their well-being. Resources have been purchased as recommended to raise children's awareness of the diversity of society. Equality and diversity is positively promoted within the setting to help children learn about people's differences, and to respect and show care for others. However, there are limited visual images and play resources in the younger children's care areas to further support their understanding of difference from an early age.

Most staff have worked in the setting for a number of years which provides continuity for children and families. The key person system in place strengthens links with families for children's well-being. Each day is well structured to offer a mix of child and adult-led activities, thereby maintaining a relaxed atmosphere and providing children with a variety of learning experiences. All ages of children benefit from easy access to a wide range of resources, set out in learning areas to stimulate their interest and promote the development of skills.

The management team and staff work well in partnership with parents and carers to ensure children's individual needs are met. Parents speak highly of the setting. Parents are invited to share their skills in the nursery to enhance children's learning experiences, for example, to cook with the children and complete art and craft activities. Information is shared with parents about the organisation of the nursery and events, through the detailed prospectus, policies and procedures and displays. Throughout the nursery, there are displays about the EYFS to inform parents about the educational programme the children are following. Parents are encouraged to provide information about their child when starting at the nursery,

so that the child's key person knows their individual interests and welfare needs. Parents are kept well informed about their child's progress through ongoing access to their 'learning journal', discussion with the key persons and regular formal meetings. The nursery has contact and has developed systems to work with other providers delivering the EYFS to the nursery children, to further enhance children's learning and development.

## **The quality and standards of the early years provision and outcomes for children**

Children settle well, accepting reassurance and comfort from staff they feel secure with. Staff talk to them about their families, which ensures that they feel valued. Children of all ages are engaged in activities, enjoying the support of staff who interact to enhance their play and promote learning. Staff have a clear understanding of the requirements of the EYFS. They plan enjoyable experiences to develop appropriate learning. Planning is flexible, stemming from children's interests, requests and the next steps in learning that key workers wish to promote. For example, the pre-school role play area is currently organised as a restaurant; this is in response to children's ideas and interest.

Babies and toddlers demonstrate a growing independence during play and freely explore the range of resources and activities. From an early age they are developing their levels of concentration as they pursue activities which sustain their interest. Babies explore musical instruments and react with delight to the sounds they are making. The toddlers have fun swirling around and moving their bodies in different ways as they express their own interpretation to music. The older children problem solve as they create structures with construction blocks. They are curious and interested in the world around them, for example, talking and watching what adults are doing in the play room, asking questions and sharing their language and ideas.

A good range of creative resources are freely accessible to children and exploratory play, such as water and sand are encouraged. The children use their imagination as they become engrossed in their pretend play using a variety of resources as their play plan develops. In all areas of the nursery, children show a genuine interest in books either looking at them independently or participating in a lively story time session. Children enjoy singing familiar songs and joining in with the actions. Letter sounds, word patterns and mathematical concepts are regularly reinforced in daily activities, such as highlighting children's names or counting as they build blocks in play. Staff value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning. Children develop skills for the future as they confidently use the computer and everyday technology in their play, such as using operational play cameras and equipment in the home corner.

Children have good opportunities to develop their physical skills both indoors and out. All ages of children enjoy outdoor activities and benefit from fresh air and exercise. Children participate in regular outings to shops, the library, the beach and the local school to learn about the world around them and develop a sense of

belonging within the community. These trips are used to support children's understanding of sustaining the earth's resources as they visit the local recycling centre to responsibly dispose of such items. Children learn about the cycle of living things as they plant and grow their own vegetables in the garden.

Staff present themselves as positive role models for the children's behaviour. The children's behaviour is good. The children form positive relationships with each other, many have been together since they were babies and obviously enjoy each other's company. From an early age, they learn to take turns and share equipment. They are encouraged to help tidy away equipment, learning to take responsibility for their environment. Children know what is expected through familiar routines and explanations and receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem. Children develop a strong sense of identity and belonging within the nursery. Examples of their work, photographs and posters, are displayed to create a welcoming environment. Children are encouraged to consider and recognise potential risks and dangers as they gradually accept responsibility for their own safety, such as confidently following safe procedures on the staircase and on outings.

A healthy lifestyle is actively promoted throughout the setting. Good hygiene practices are incorporated into the daily routines to encourage children to care for themselves. Meals and snacks consist of well balanced, nutritious options that are cooked from fresh ingredients on the premises.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

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