

Home From Home Nursery

Inspection report for early years provision

Unique reference number EY233920
Inspection date 01/10/2009
Inspector Teresa Colburn

Setting address 56 New Church Road, Hove, East Sussex, BN3 4FL

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Type of setting 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.

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Description of the setting

Home from Home Nursery first opened in 2000 and moved to the present premises in 2002. It operates from the ground and first floor of a large Victorian house located in Hove, Sussex. Children have access to an enclosed outdoor play area. It is open each weekday from 8.00am to 5.30pm for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 37 children may attend the nursery at any one time. There are currently 90 children aged from one to under five years on roll, some in part-time places. The nursery is able to support children with special educational needs and/ or disabilities and children who speak English as an additional language.

There are 17 members of staff, 13 of whom hold early years qualifications. In addition, two members of staff have Qualified Teacher Status and one member of staff is currently working towards Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare is promoted extremely well and is underpinned by policies, procedures and assessment systems that are rigorously implemented, and reflect the uniqueness of all the children being cared for. The partnerships with parents/ carers and other agencies are a key strength and are significant in making sure that the needs of all the children are met, along with any additional support needs. This means that children progress extremely well, given their age, ability and starting points. The proprietor and manager have an exemplary understanding of the nursery's strengths and weaknesses and have involved all staff, parents and children in devising a very informative and relevant self-evaluation. The nursery's capacity to maintain continuous improvement is excellent.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further continue to implement actions previously identify on the self-evaluation

The effectiveness of leadership and management of the early years provision

Children flourish in an extremely safe, welcoming and stimulating environment where all staff ensure they feel secure, safe and valued. Staff recognise their responsibility regarding child protection and have very clear systems in place to protect children. They understand what to do if they have concerns for a child and

maintain comprehensive records on adults working or visiting the nursery as part of their safeguarding measures. Children are safeguarded by extensive recruitment and vetting procedures, including a robust induction process for new staff. The nursery conducts comprehensive risk assessments, which are recorded and regularly reviewed, and is vigilant in protecting children from hazards both inside and outside the nursery.

Staff work exceedingly well together as a team. Staff prepare the environment with an outstanding range of stimulating resources and equipment, which enables children to make independent choices and play freely at all times. Excellent staff deployment ensures children are superbly supervised at all times. Staff are exceedingly well supported with regular meetings helping to ensure consistency of care and aiding their own further development. They are cheerful, very approachable and enormously welcoming, which contributes to children's happiness, development and sense of security whilst at the nursery.

Staff have an exceptional knowledge of each child's background and development. They make the most of diversity to help children understand the society they live in. Staff and parents have jointly devised a 'countries of the world' file, which contains information and songs relating to their families.

There are excellent strategies to help encourage partnerships between home and nursery, for example, written accounts is made of babies food intake and daily activities for all children. There are comprehensive parents' notice boards throughout the nursery giving information on planning, activities, policies and procedures. Informal discussions enable parents to be extremely well informed about the nursery and service provided. Parents' evenings and written reports help parents to learn about their children's developmental progress and nursery activities. This helps to strengthen the partnership between home and nursery and enables children to see nursery staff and their parents or carers as equal partners in their learning. Displays show pictures of children with their families and pets which encourages strong links with home and a sense of belonging.

The proprietor and manager have worked in partnership with staff, parents and children in developing an outstanding and achievable self-evaluation. Management have an outstanding vision for future developments. The nursery has an excellent capacity in continually promoting improvements within the service to ensure further excellent outcomes for children.

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

Children thoroughly enjoy their time at the nursery, having fun as they learn through stimulating play. Children are offered an extremely wide range of interesting activities and resources to meet their individual needs and provide them with lots of fun and enjoyment. For example, children greatly enjoy looking for spiders on garden logs, they excitedly look for evidence of spider webs and thoroughly relish looking very carefully 'as they know spiders are small'. They continually laugh and chatter to each other and staff during the excitement. Staff

use excellent language to extend their communication and thinking skills. Children confidently tell staff 'they did not hold the spider carefully', when the spider runs up the staff's arm and gets lost. Therefore, demonstrating children's confidence and understanding of how to hold living things.

Children request looking in a 'prop box', staff instantly recognise the children mean looking in the Slovakia resource box. Children eagerly sit on the carpet and begin looking at the resources, they animatedly explain the title of the book is Sleeping Beauty. Staff skilfully ask the children how they know what the story is called, as the title reads 'La Bella Addormentata nel Bosco'. Children laugh and say they can tell by the pictures and know the story is not in English. Children remain thoroughly engrossed retelling the story through looking at the pictures in the story for a long period of time. Excellent interaction between staff and children enables them to become self-assured and develop high levels of independence.

The child-centred nursery offers children a calm, relaxed environment in which to learn and develop. Staff know children extremely well and welcome them into the nursery where they settle very quickly. Staff have an excellent knowledge of children's individual needs and offer high levels of care to promote children's welfare. Staff value children's contribution and creations, allowing children to display their own art work, developing children's self-esteem.

Babies and toddlers are stimulated as they explore different sounds and textures. They are supported and praised well by staff as they explore sensory resources and toys with sounds, which helps to encourage their curiosity and motivation to explore. For example, they laugh and smile intently as they attempt to copy staff making rhythms stepping on and off 'musical pads'. Staff routinely praise all attempts, therefore further promoting self-esteem. Babies are provided with ample art and craft opportunities. For example, they enjoy putting 'building noodles' into water prior to sticking on paper, staff interact and use excellent language to aid their learning and enjoyment.

Babies and toddlers are being helped to develop language and communication and staff respond outstandingly to babies' non-verbal communication and encourage language. There is very close interaction between babies and staff. Staff ensure all the children sit together at meal times, ensuring they feel included and valued. Babies and toddlers approach staff confidently, receiving lots of physical affection and cuddles, resulting in wonderful warm and happy relationships between them and the staff caring for them.

Children are very confident speakers, and understand they can use writing for a variety of purposes and are beginning to write for themselves. Children have good counting skills and learn to count up to 10 and beyond. For example, children expertly count whilst singing 'Five Little Ducks'. Children are introduced to shape and space through a range of adult-led and self-initiated activities. For example, learning various shapes during creative activities.

Children are developing an excellent understanding of responsible behaviour because of the staff's gentle and calm manner that encourages children's understanding of learning right and wrong. Children respond well to this as staff

spend a great deal of time talking to them and involving them in activities. Good manners are continually reinforced which helps to create a relaxed and harmonious atmosphere. Children display an excellent awareness of safety issues and recognise and understand how to keep themselves safe.

Children have an impressive understanding of the importance of following good personal hygiene routines. For example, children remind staff of the need to wash hands before lunch, explaining 'germs make your tummy poorly'. Children immensely enjoy being 'lunch time helpers', they clearly understand the need to hold plates and serve meals appropriately. All children enjoy selecting their own utensils prior to eating lunch. The exceptionally well resources outdoor play area ensures children have ample opportunities to regular exercise to help maintain a healthy lifestyle.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

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