



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY233920

DfES Number:

INSPECTION DETAILS

Inspection Date 18/11/2003
Inspector Name Sally Lamb

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Home From Home Nursery
Setting Address 56 New Church Road
Hove
East Sussex
BN3 4FL

REGISTERED PROVIDER DETAILS

Name Mrs Nicola Catherine Law

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Home from Home Nursery first opened in 2000 and moved to its present premises in 2002. It is open Monday to Friday from 8.00 to 17.30. The nursery occupies the ground floor of a large Victorian house located in Old Church Road, Hove. There is a safe, secure garden which offers good outdoor play opportunities. The nursery currently has 42 children on roll, of whom 25 are funded three-year-olds and four children have English as an additional language. There are no funded four-year olds or children identified as having special educational needs. The nursery serves mainly the local community. Including the owner who is a qualified teacher, there are eight members of staff, five of whom hold relevant qualifications and three are undertaking training. The nursery receives support from an early years teacher attached to the Early Years Childcare Partnership.

How good is the Day Care?

The quality and standard of care at Home From Home Nursery is good. The staff work together effectively as a team, due to strong leadership and a well structured management system. There is an effective operational plan in place which helps guide the staff team in their daily practice. High priority is given to safety related issues and children are safe and well cared for.

There are good arrangements in place to ensure the needs of each child are known by all staff. While there are currently no children with identified special educational needs attending the nursery, staff demonstrate an understanding of the Code of Practice and their role in supporting and including all children. All staff undertake first aid training and there are appropriate arrangements to promote children's health and hygiene. All the required documentation is in place, well organised and securely stored.

The nursery provides a warm, caring and homely environment; children are happy, confident and settled. Staff plan and provide a wide range of interesting, imaginative play opportunities which challenge children and help them learn. They ensure children take full advantage of the large, attractive outdoor play area. They have

high expectations of children and promote wanted behaviour through shared 'rules', praise and encouragement. There is wide range of good quality resources, many made of natural materials and a variety showing positive images of diversity.

The nursery has an effective relationship with parents. Parents think very highly of the staff and welcome the friendly and caring atmosphere. There are very good arrangements for sharing information with parents and for building excellent relations between home and nursery.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Creative and imaginative planning provides a stimulating environment that promotes children's development and learning in all areas. For example children learn about water, quantity and texture as they use buckets, brushes and cloths to wash the wheeled toys in the 'car wash'
- A good range of carefully chosen resources, including posters, books, toys and musical instruments create an environment free from stereotypical images and help children to learn about themselves and the wider world
- A variety of methods such as newsletters, meetings, displays and verbal feedback, are used to provide parents with information about the nursery and their child's progress
- Strong leadership and well structured management systems ensures a shared commitment to continual improvement.

What needs to be improved?

- the outdoor learning environment, to further enhance good practice;
- opportunities for children to explore their own ideas and interests at their own pace.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	Ensure children have time to explore their own ideas and interests.
4	Continue to develop the outdoor learning environment.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Home From Home Nursery School provides a caring and safe learning environment, with children making very good progress towards the early learning goals.

The overall quality of the teaching is very good. Staff have an excellent knowledge and understanding of the early learning goals and the children receive a good and well balanced range of practical activities. The quality of the setting's planning, organisation and staff deployment provides children with very good support to develop learning. There are no gaps or weaknesses recorded in the educational programme, apart from some minor points for consideration in social and emotional development and mathematical development.

The leadership and management of the setting is very good, with the owner-supervisor and staff confident in their ability to provide worthwhile and stimulating activities that supports children's learning. The staff are experienced and work well together, with a good awareness of children's development and progress through the 'stepping stones'. Staff demonstrate a real commitment to the improvement of care and education for all children. A clear and well organised system is also in place to help staff evaluate and review the effectiveness of the nursery school's practice.

The partnership with parents is very good. Parents receive written guidance on each terms early learning programme and are encouraged to participate. There is a regular newsletter and parents have access to the daily 'activity' board. Parents are able to talk regularly with their child's key-worker and receive written details of their children's progress and development towards the early learning goals. Open evenings are also held for staff and parents to meet informally to discuss the learning programme.

What is being done well?

- Children are interested in the activities and are motivated to learn
- Children speak confidently and use language creatively
- Children recognise numbers and are developing mathematical thinking
- Children explore the play environment and investigate a range of objects and materials
- Children are physically confident and use a range of tools and equipment
- Children explore a range of media and can express their ideas and be imaginative
- Staff are experienced, well led and managed and able to evaluate individual children's progress and development.

What needs to be improved?
<ul style="list-style-type: none">● develop more opportunities for children to understand and express feelings during everyday activities;● provide counting for children more often during everyday activities;● develop further opportunities for children to explore design.

What has improved since the last inspection?
Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children arrive happy and settle quickly and build good relationships which are supported by staff. The children's behaviour is very good, with staff effectively deployed and managing a good range of activities that encourage the children's social development. Children co-operate, share play materials and work independently. Some opportunities to understand feelings during everyday activities are missed, which is a minor point for consideration.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently to adults and others, with staff providing many opportunities to extend language and literacy skills. Children are encouraged to attempt writing and can form letters well. Staff model communication well, taking opportunities to encourage children to speak and express themselves. There is a good range of books available and staff work closely with children to explore print and develop word recognition.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The setting has a well resourced and stimulating maths area and staff provide a good range of activities that encourage children to explore shapes, sizes and numbers and solve simple mathematical problems. Staff introduce children to addition and subtraction and simple calculating. Some opportunities for more counting during everyday activities were missed, which is a minor point for consideration.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Staff provide plenty of opportunities for children to explore, investigate and identify features of the local and wider world. Children investigate a variety of materials and substances and activities are well organised to enable children to look closely at similarities and differences and note changes. A key feature in the setting's resources is the use of information and communication technology, which children use with interest and confidence.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and safely, with a good awareness of themselves and others. Children are provided with opportunities for climbing and balancing and using small and large equipment, indoors and outdoors, with ball-games, push-ride toys and large-scale assembly sets. The setting is well resourced with activities organised to explore materials and construction toys. Children handle tools with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enter enthusiastically into role play and express and communicate well. The creative activities are well presented and support the imaginative exploration of colour and texture, with art-craft work, dancing and singing encouraged. Staff promote creative learning well, encouraging children to contribute to stories and activities, but the provision of more opportunities for children to explore design is raised as a minor point for consideration.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- develop more opportunities to explore feelings during everyday activities;
- provide counting for children more often during everyday activities;
- develop more opportunities for children to explore design.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.