

# Home from Home - The Nannery Ltd

Inspection report for early years provision

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**Unique reference number**

EY318077

**Inspection date**

16/05/2011

**Inspector**

Christine Armstrong

**Setting address**

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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.

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 is owned by The Nannery Limited and opened in 2006. It operates from two converted domestic premises close to the centre of Northampton. The whole of the ground is used and includes six play areas. All children share access to a secure, enclosed outdoor play area. Parking is available at the back of the premises and there is a disabled parking bay at the front of the premises. The setting is open each weekday from 7.30am to 6pm.

The setting is registered to care for a maximum of 50 children under eight years at any one time, all of whom may be in the early years age group. There are currently 78 children on roll within the Early Years Foundation Stage, some of whom attend on a part-time basis. The nursery provides funded early education for two- to four-year-olds. The setting is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The setting supports children who have special educational needs and/or disabilities and children for whom English is an additional language.

The setting employs thirteen staff members. One staff member holds Early Years Professional Status. Two staff members hold level 4 early years qualifications, one holds a level 5 qualification and all other staff members, with the exception of two, hold qualifications at levels 2 and 3.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

This setting develops exemplary partnerships with parents, other settings and a wide range of key agencies. This ensures each child's uniqueness is identified and their individual needs are continuously met. As a result, children are fully included and are achieving as much as they can, taking into account their starting point and their capabilities. Children's safety and welfare are robustly and consistently promoted and protected through comprehensive policies and procedures. Extensive training opportunities and ambitious vision for the setting ensure high and continually improving standards across all areas of practice.

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

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

- extending the use of information regarding children's learning at home to further enhance the quality of children's summary assessments and next steps in learning.

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

The setting places an extremely high priority on promoting and protecting children's safety. Robust recruitment and vetting procedures include ongoing monitoring and appraisals to ensure all adults continue to be suitable to work with children. An exceptional programme of continual professional development is in place. Senior members of staff attend advanced child protection training and work collaboratively with agencies to protect children. All members of staff receive ongoing comprehensive support to develop a full awareness of safeguarding issues and procedures. This ensures correct procedures are followed if there is any concern that a child may be at risk of harm. Comprehensive arrangements are in place to ensure children are cared for in a safe environment. For example, risk assessments are continual and include in and outdoor activities.

The setting places the promotion of equality of opportunity at the heart of all its work. As a result, every family is welcome and all children are fully included and achieving as much as they can, taking into account their starting point and their capabilities. Exceptional systems are in place to ensure each child's uniqueness and individual needs are recognised and met. This includes supporting parents to access additional resources and support for their children. Individual plans are devised in partnership with parents, key agencies and other settings in order to meet any additional needs a child may have. This is particularly effective in supporting children in the setting who have special educational needs and/or disabilities. The setting also supports a number of children for whom English is an additional language. The staff team have developed a strong understanding of how to support and value bilingualism. They use current good practice guidance to steer practice and support the development of English language. Children benefit from using and hearing their own home language in the setting. Signs and symbols, pictorial prompts and language pens contribute to supporting communication and inclusion. Resources are of very good quality and include positive images of diversity, which portrays the message that everyone is welcome in this setting.

Exceptional focus is given to including parents in the life of the setting. Parents are involved in decision making on key matters affecting the setting. For example, they were actively involved in the decision to develop a secure web site. This enables parents to access a live feed to see their children via the closed circuit television system. Daily emails are sent to each parent outlining their child's activities and experiences. This includes tailored guidance and information about precise ways parents can support their child's learning across different areas. Regular meetings and daily availability of all staff members provide opportunities for parents to seek support and guidance if needed. Arrangements to obtain information about children's learning experiences at home are established, although this information is not yet fully embedded into children's summary assessments and next steps in learning.

The leaders and managers of this setting effectively communicate passion and drive to secure improvements. For example, the imaginative development of new

outdoor and indoor spaces provides innovative and inspirational learning opportunities for children. Planning and observational arrangements have been recently reviewed and improved. A parents' committee has also been introduced which has provided further opportunities for parents to become actively involved in the setting. All recommendations made at the last inspection have been successfully and fully addressed. As a result, learning outcomes have significantly improved and policies and procedures are robust and effectively promote and protect children's welfare. The setting has exceptional capacity to maintain continuous improvements. Self-evaluation is rigorous and takes into account the views of children, parents, staff members and outside agencies. Self-reflection is embedded through manager and peer appraisals and high quality training opportunities.

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

Exemplary systems are in place to ensure each and every child receives enjoyable and challenging developmental experiences that are tailored to meet their individual needs. As a result, children make consistently good and often excellent progress in their development. They are motivated and enabled to become active learners through high quality teaching methods and an exceptionally stimulating learning environment. For example, the setting's innovative and inspirational use of the outdoor area provides exceptional opportunities for children to learn outdoors. Children have wonderful daily opportunities to develop their understanding and concern for nature and living things. They develop a sense of responsibility as they help to care for hens and ducks and collect the eggs that are laid. This also helps children to gain an understanding of where their food comes from and the changes that take place when they use the eggs in cooking activities. Children show high levels of enthusiasm and engagement with the animals and demonstrate a caring and gentle approach, often stroking the hens and talking to the rabbits. This helps to support children's self-esteem, confidence and consideration for others. The large bird aviary has a colourful selection of birds which provides rich stimuli of sound and movement. Children explore, experiment and build with natural materials including wood. For example, they help to build wooden enclosures for the animals. They learn about using real life tools in a safe way, including electric screwdrivers, hammers and nails. Staff members recognise how daily activities in the garden can be captured to support all areas of learning for children. For example, they continually extend children's communication skills through questioning and introducing vocabulary, including concepts of shape, measure and number.

The setting makes exceptional use of technology to inspire children to develop skills for the future. For example, children collect creatures and plants in the garden and use the computer and microscope in the garden house to look closely at their features. They explore different languages using talking pens, and the computers indoors offer children opportunities to develop their IT skills and work independently of adults. For example, a small group of children work exceptionally well together to complete educational software programs. They demonstrate a growing awareness that print carries meaning as they launch their agreed chosen

program from the desktop screen. They express their thoughts and ideas to each other and offer suggestions as they navigate through the problems and challenges presented by the software. Some children demonstrate very well-developed numeracy skills as they play a game that requires them to identify the number of dots on the dice to move the correct number of places along. Showing a high drive to win the game, children are able to predict what numbers they require on the dice to make the most progress.

Children, particularly babies and children under two years, develop a very strong sense of belonging and settle well into the setting. Children attend a number of settling-in sessions which allows them to become accustomed and familiar to the new environment and staff members. Very young children develop very positive relationships with each other and staff members, who are kind and caring. Children in this age group particularly enjoy and benefit from singing and dancing sessions, looking at books and one-to-one support from adults. They show good levels of confidence exploring their indoor and outdoor environment. Indoor and outdoor resources are organised to enable children to move freely and initiate their own play, and this enables children to play imaginatively and creatively. Adults are on hand to support children and extend their play, for example, by providing further props to support their ideas.

Meticulous arrangements are in place to support children's good health. For example, hand washing facilities are in place in the outdoor area in order to minimise the risk of cross-infection when handling the animals. Strict adherence is also given to maintaining an in and outdoor shoe policy, which further ensures cross-infection is kept to a minimum. Visiting health professionals provide specific training including the use and management of epi-pens and inhalers in order to support children who may need such assistance.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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