

Home From Home Day Nursery Ltd

Inspection report for early years provision

Unique reference number

EY283653

Inspection date

26/10/2011

Inspector

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Type of setting

Childcare - Non-Domestic

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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 Day Nursery is privately owned. It opened in 2004 and operates from three playrooms within a converted house in central Westcliff. The nursery is located within walking distance of shops, schools and the railway station. All children share access to a secure enclosed outdoor play area.

A maximum of 23 children may attend the nursery at any one time. The nursery opens five days a week all year round, apart from public holidays and one week at Christmas. Operating times are from 8am until 6pm. There are currently 44 children aged under five years on roll, some of whom receive funding for early education. Children attend for a variety of sessions or full day care. The nursery serves the local community and surrounding areas and supports children who have special educational needs and/or disabilities or who have English as an additional language.

The nursery employs 10 staff, all of whom, including the manager, hold appropriate early years qualifications. The nursery receives support from local authority and the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely confident, happy and eager to learn in this exceptionally well managed nursery. Staff, parents and the owners all work in complete harmony to give children the best possible start in their early years development and learning. The nursery's outstanding efforts to make links with others in the community facilitate the inclusion of all children in learning. The exceptional ability of the owner and managers to constantly review and evaluate their setting means that all are motivated to explore ideas and set challenging targets that results in outstanding improvement.

What steps need to be taken to improve provision further?

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

- implementing the systems for analysing the performance of different groups of children.

The effectiveness of leadership and management of the early years provision

Strong leadership and rigorous systems fully support children's safety and welfare. All members of staff fully understand safeguarding issues and are aware of the procedures to follow if they have any concerns about children's welfare. Their

knowledge and skills are underpinned by secure training programmes. Regular staff meetings are held where information and excellent practice are shared. Furthermore, the rigorous risk assessments, which are completed daily and reviewed regularly, enhance children's safety in the nursery and during outings. All documentation regarding the running of the nursery and safeguarding the children's welfare is meticulously maintained, with all staff taking collective responsibility to maintain and update records. Staff are highly skilled in the planning and daily preparation of activities for the children. This means that babies and young children are always busy; they have an excellent and interesting range of toys, resources and adult-led activities. There is always a high ratio of staff to children, so all children receive appropriate attention and support. Subsequently, the children have bonded with the adults and positively respond to their warmth and attention.

Children's home cultures are respected and all children are fully integrated through their play experiences regardless of background or ability. For example, staff effectively use a variety of visual resources, such as pictures, Spanish, French and Chinese text to support children's understanding and respect for the rich diversity of cultures around the world. However, the systems for analysing the performance of the different groups of children are at the early stages of implementation. Staff and parents work in harmony to provide the best possible outcomes for children. Staff highly value parents' views and their contribution. This is demonstrated from the records of the initial settling-in period and in the systems for keeping parents informed about children's progress as they develop during their nursery years. Many parents comment on how pleased they are with their children's progress.

Staff also works hard to establish links with their community to support children's interests. Regular trips to the local park and pond develop the children's awareness of the local community. Staff have established strong links with local primary schools, which facilitates transition from nursery to a school environment. This has been developed in order to give children the best possible start at their new schools. The nursery has made outstanding progress since their last inspection. This is because there is a strong staff team who contribute to the overall evaluation of the nursery, taking on board any suggestions from parents. Staff make suggestions of what is working well and build upon these. They also plan changes as a cohesive group, setting goals for their own professional development. This is effectively shown in the redesigning and organisation of the nursery's garden. This unity shows the effectiveness of the nursery to maintain a high degree of continuous improvement.

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

Children are curious and active learners, showing a high degree of confidence and enthusiasm, which enables them to make rapid progress in their learning. This is because staff make the nursery environment a fun place to be where children are active participants in the learning process. The skill of staff in assessing children's individual needs through observation and listening, as well as linking practice to theory, enables staff to build on children's ideas. A personalised learning

programme for each child ensures an accurate match of activities to children's individual needs. Planned activities are easily linked to each child's level of understanding, which provides them with individual support and equality of opportunity to maximise on their fun while learning.

Babies show a high level of contentment in their specially designed rooms, where staff pay high levels of attention to their daily personal care routines and their need to explore and learn from the environment. Babies are content and relaxed as they play in the safe and secure environment with staff who give them consistent attention. The babies' favourite activities include activating the music button on books, during which they express delight in the discovery of sound. Babies show their confidence as they bury their hands to explore the soft texture of the sand and the hard feel of a tree bark. Interesting works of art are created through babies being allowed to enjoy a variety of messy play activities. Their work is proudly displayed, which makes their room delightful and personal to them. When babies become confident toddlers they join the other children downstairs where they have toys, books and resources that challenge and develop their progress. They recognise their photographs on the wall, and staff can see at a glance children's birthdays and their individual dietary requirements. Toddlers eagerly attempt to put their hats and coats on to go outside, where their play is extended in many ways. Their communication skills naturally develop because staff constantly talk to them and they learn through regular imitation.

All children have fun with water play. They experiment with water, fill containers and make use of plastic cylinders and drain pipes to redirect water. Children's concentration is evident as they solve problems of how to transport water in different ways. Toddlers laugh as they splash with their hands and undertake a range of painting and textural activities with custard, baked beans and spaghetti. The older children show their skills at counting, while younger children seek for hidden items. Children's behaviour is exceptional because they follow staff's calm and consistent approach and listen to explanations, giving them the skills to help them resolve differences and create firm friendships. Pre-school children are constantly busy in their freely chosen activities. Children who wish to know how play dough is made enthusiastically roll up their sleeves when invited to mix flour and water and decide on added ingredients to make their play dough special. Role play is also strength of the nursery, with a wealth of excellent practical resources, including real groceries for the shop area and a range of dressing up clothes. Purposeful themed weeks significantly contribute to the children's enjoyable learning experiences; for example, they dress up as pirates and princesses, create a treasure trail, and bury and look for treasure.

Frequent walks to nearby parks and the local pond, as well as regular vegetable planting activities, are enabling the children to develop high levels of awareness of a healthy and active lifestyle. All children show a strong sense of security within the nursery. Valuable discussions about the importance of keeping safe in the community during outings and regular fire drills develop the children's awareness of safety. Purposeful visits from the fire officer and the community safety officer enhance their safety awareness. Children's active participation in the Forest School curriculum through climbing sessions and problem solving activities enable them to develop life skills, such as perseverance and overcoming challenges. Regular use of

information and communication technology and exploration of the sound of letters in their name equip the children with excellent skills for the future.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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