

Home from Home Children's Day Care Limited

Molesey Football & Social Club, 412 Walton Road, WEST MOLESEY, Surrey, KT8 2JG

Inspection date

Previous inspection date

24/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children have access to a broad range of good quality resources, enabling them to make independent choices and supporting their interests and learning effectively.
- Staff look after the children with warmth and kindness, thereby supporting their emotional needs.
- The staff use self-evaluation to reflect upon their strengths and are keen to develop their provision to improve outcomes for children.
- The nursery provides an inclusive service for children and their families, ensuring that everyone is valued and respected.
- The staff establish good relationships with parents, keep them well informed about their child's progress and welcome their comments and suggestions.

It is not yet outstanding because

- Opportunities for children to see print used for a variety of purposes is not fully incorporated into the educational programme.
- The nursery lacks equipment to provide physical exercise for children indoors

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spent the majority of inspection time observing the children in the nursery as they played.
- The inspector sampled children's information and development records.
- The inspector had discussions with the manager/provider throughout the visit. Safeguarding was discussed and a sample of the policies.
- The inspector discussed the nursery with five parents in person, and other parents' views were gathered through reading the compliments book.

Inspector

Christine Bonnett

Full Report

Information about the setting

Home from Home Children's Day Care nursery is privately owned. It registered in 2012 and operates from a converted sports pavilion within the grounds of Molesey Football and Social Club, West Molesey, Surrey. The nursery is open each weekday from 7.30am to 6.30pm for 50 weeks of the year. The out of school club is open from 7.30am to 9am and 3pm to 6.30pm during term time only. Children have access to a secure enclosed outdoor

play area. There are currently 27 children aged from nine months to under five years on roll, some in part-time places. The setting is in receipt of funding for the provision of free early education to children aged two, three and four. The nursery supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The nursery is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register. It employs six staff, of whom four hold appropriate early years qualifications.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- Provide opportunities for children to see print used in a variety of ways to enable them to learn that print carries meaning and is used for different purposes.
- Promote exercise and children's physical development by providing equipment to support energetic, physical play indoors

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The nursery supports children's learning and development well because it offers activities and experiences that are stimulating and challenging for all ages. Staff have good knowledge of child development and how children learn. They use these skills to observe and assess the children's progress in order to provide activities tailored to each child's needs and interests. Children develop good communication and language skills. For example, younger children thoroughly enjoy listening to their favourite repetitive songs and squeal with pleasure as they anticipate what comes next. Children have routine access to drawing and writing equipment to support the development of pre-writing skills. They also enjoy selecting books and listening to stories. However, they have fewer opportunities to see writing in different contexts, such as labels and signs, to help them understand that print carries meaning and is used in many ways. Children enjoy learning about the world around them by joining in sensory games. They feel a range of different textures and laugh and smile as they feel a feather brush over their cheek.

Children become active learners. They confidently seek out the resources that interest them and hold their attention. These are skills and attitudes that will support their future learning at school.

The nursery staff treat all children with respect and as individuals. Staff complete detailed forms with parents when their child joins the nursery in order to gain useful information about the child's interests and starting points. This ensures that staff are fully aware of

each child's background and needs. Staff follow the home routine of babies for continuity of care. Children needing additional support settle well and receive the help they need to enable them to make progress in their learning and development.

The contribution of the early years provision to the well-being of children

The effective key person system supports children's emotional needs. This and the warm care given by all staff helps children feel safe and secure. The nursery is comfortable and has ample space for children to move around in safety and fully explore the resources. Staff give children time to work at their own pace. For example, a child spent a lot of time totally absorbed in constructing a train track. Staff could see that he was benefitting from the experience and allowed him to continue while a group activity was in progress. Staff praised him for his work and gave him more resources to create a larger structure. In addition, children are not hurried to finish their meal. They are able to eat feeling relaxed and enjoying their food. As a result, children do not become frustrated, which supports their good behaviour. Children are well behaved, they show care for each other, they share well, and they listen attentively. Staff interact very well with children, providing affection and comfort and plenty of cuddles. As a result children feel emotionally safe and secure. The nursery has worked well to develop relationships with local schools, and as a result, children prepared well and supported through the transition to school.

The staff recognise and value children's home languages. They understand that encouraging a child to use their home language further supports their communication development. For example, staff learn key words in the child's home language to help them settle. They also sing number songs in French, which is one of the home languages of children attending. This helps to show children that all languages are valued. Staff encourage children to adopt good personal hygiene routines. Children learn to cover their mouth when they cough and to wash their hands at appropriate times during the day. Staff talk to them about why germs have to be washed away. Generally, children's physical development is well promoted. Staff encourage children to recognise the changes to their body after physical exercise. For example, after an action rhyme session, children were asked to think about whether they felt hot and a little bit tired. Children regularly visit the local park to run around and they enjoy playing in the outdoor area. However, during very bad weather when children cannot play outdoors, there is no apparatus available indoors to provide opportunities for physical play and exercise. Children enjoy a well balanced diet that takes account of individual dietary needs. Pasta bake and roast dinners are among the favourites. Staff routinely provide fresh fruit and plenty of drinking water.

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

The nursery staff have a good understanding of the importance of safeguarding the well-being of the children. Staff conduct risk assessments and take action to minimise hazards to children both indoors and out. The manager/provider and her staff demonstrate a good

understanding of child protection issues, including having thorough awareness of the procedure for reporting concerns. The robust recruitment procedures ensure all adults working on the premises are suitably vetted.

The provider/manager and her staff build good relationships with parents. This provides continuity for the children and reassurance for parents. Children's learning journals are shared with parents regularly and the six monthly progress reports also keep them well informed about their child's development towards the early learning goals. On the day of inspection, several parents stated that they and their children are very happy with the nursery. They commented that staff treat children as individuals by meeting their specific needs. Other parents relate that the skills of the staff have enabled their children to make good progress in their learning.

Although the nursery is newly registered, a culture of self-evaluation is already developed. The motivated staff team understand the importance of continuously developing practice in order to improve outcomes for children. They contribute towards the action plan for development of the nursery. The manager/provider is keen to recruit more experienced staff and to enhance the skills of her existing staff. Comments and compliments from parents are welcomed. A suggestion box and book are readily available for parents to express their views.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.

Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY441312
Local authority	Surrey
Inspection number	784026
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	45
Number of children on roll	27
Name of provider	Home from Home Children,s Day Care Limited
Date of previous inspection	Not applicable
Telephone number	07990890463

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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