

# Homeland Day Nursery

Navigation Road, Altrincham, Cheshire, WA14 1LJ

<b>Inspection date</b>	22/11/2012
Previous inspection date	27/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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's individual needs are met well because of the effective partnership with parents and carers.
- Children settle well and are happy at the nursery because staff provide a warm welcome and create a bright, inviting play environment.
- Children make good progress in their learning and development because staff implement effective procedures for monitoring their achievements and planning what they need to learn next.
- The staff team work well together and are committed to continuously reviewing and improving the service they provide.

### It is not yet outstanding because

- Not all areas of the garden are used to their maximum potential to provide more varied and challenging activities, particularly for older children.
- Young babies do not always have their personal needs attended to by their key person in order to help them feel secure and to promote continuity in their care routines.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the play rooms for each age group and the outside learning environment.
- The inspector held meetings with the manager of the provision and the registered provider.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Heather Morgan

## Full Report

### Information about the setting

Homeland Day Nursery is one of four registered facilities provided by Atherton House Nurseries Limited. Homeland Nursery opened under the present ownership in 2005. It operates from a converted house in Altrincham, Cheshire. There are five rooms which are used to provide play environments for children in different age bands. Children also have access to enclosed outdoor play areas.

The nursery is open each weekday from 8am to 5.45pm for 50 weeks of the year and follows a Montessori philosophy. There are currently 69 children on roll, aged between nine months and four years, all of whom are in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-olds. It is also registered on the compulsory part of the Childcare Register. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 15 members of staff caring for the children, 12 of whom hold relevant qualifications at level 3. Two cooks are also employed. Three staff hold the Diploma in Montessori Teaching. The owner of the nursery has Qualified Teacher and Early Years Professionals status. One member of staff has almost completed the necessary training to gain Early Years Professional status.

### **What the setting needs to do to improve further**

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

- develop ways to maximise the use of all areas of the outdoor learning environment and to provide more challenging outdoor activities for older children in order to support their progress and development in all learning areas
- strengthen procedures for supporting babies in making close relationships with a key person by, for example, ensuring that wherever possible the same familiar member of staff carries out personal care procedures, such as nappy changing.

### **Inspection judgements**

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

Children of all ages make good progress in their learning and development because staff provide them with a wide range of interesting and stimulating activities. They closely observe the children as they play in order to evaluate their progress and plan activities that help them move on to their next stage of learning. Staff track each child's progress and regularly summarise their developmental achievements to ensure that they are achieving their full potential, based on their individual starting points. Staff are confident and have a good understanding of how children learn. They provide many opportunities for children to initiate their own play, and also plan activities that sustain children's interest well. For example, children enjoy music sessions where they have the opportunity to join in with familiar songs and rhymes. The use of puppets and musical instruments

helps to keep them interested. Babies and young children who are not yet talking particularly enjoy joining in with actions.

Each group of children has the opportunity to play outdoors every day, in the well-resourced garden. However, staff are currently seeking ways to organise and use the resources more effectively to provide more challenging activities for the older children. The grassed area of the garden includes areas where children can grow plants and use climbing equipment, but it is not used regularly during the winter months. Children also have opportunities to go out on walks and visits to local places of interest, such as the library and park, which helps them develop their understanding of the wider community.

Staff interact sensitively with the children to enhance their play. They make good use of Montessori equipment to encourage children to develop specific skills. For example, they learn to match colours and to recognise letters and the sounds they make. Children enjoy thinking of words beginning with the same initial sound. Staff also use daily routines to promote children's learning. For example, older children count how many are present so that they can work out how many knives and forks they need at the dinner table.

The effective partnership with parents and carers promotes good continuity in children's learning. When children first start at the nursery the staff gather a wealth of information about their achievements, likes and dislikes. Staff, parents and carers regularly exchange information regarding children's development during their time at the nursery. There are also good links with other professionals which help staff ensure that children with specific needs are supported in achieving their full potential.

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

Children are happy and settle well at the nursery because staff create a welcoming environment. Staff and parents are greeted warmly on arrival and those who struggle to separate from their parents and carers are supported well by familiar members of staff. Children develop close relationships with a key person who liaises closely with parents and carers to help them get to know the children really well. These relationships are particularly successful at times of transition from one age group to another. In addition to passing on information to staff in the next room, these key members of staff take the children on settling-in visits. Babies also enjoy close relationships with the staff who care for them, although they do not routinely have their personal care procedures, such as nappy changing, carried out by their same familiar key person. Each baby has a photograph album with pictures of family members and pets. They enjoy looking at these photos with members of staff, which help to build firm connections between their home environment and the nursery.

All children enjoy plenty of fresh air and exercise. Babies are dressed warmly and sleep outdoors, whilst older children regularly enjoy physical activities in the garden. They enjoy running around in the open space, riding wheeled toys and exploring the properties of sand in a very large sand pit. Children also engage in activities indoors, such as 'Stretch and Go' to exercise their bodies and develop their physical skills. Children are encouraged

to eat regular meals and snacks to sustain their energy levels. They eat a well-balanced diet of nutritional meals prepared at the nursery. Parents receive plenty of information about the menus and often ask the cook about meals their children enjoy. Each month they are offered a recipe from the menu so that they can make it at home.

Children celebrate a variety of different cultural traditions and celebrations that reflect the diversity within the nursery and help children develop an awareness of others. Those learning English as an additional language are supported effectively by good communication between parents, carers and the nursery. For example, staff learn simple words in the children's home language and use pictures and photographs to aid communication. Children listen to stories told in their home language, which demonstrates that their culture and family life is valued by the nursery community. Children's behaviour is good because staff help them to learn the importance of sharing and taking turns. For example, they engage in small group activities, such as a memory game where they each take their turn to guess what is missing from a tray of familiar objects.

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

The management team and staff all take their responsibility to keep children safe and secure very seriously. A new entry system has recently been installed to monitor access to the nursery site. Robust recruitment procedures are implemented to check the suitability of those employed to work with the children. Comprehensive policies and procedures are in place to support staff in taking appropriate action in the event of any concerns about the children. There is a strong management team in place that provides support and encouragement to the enthusiastic staff team. Senior members of staff closely monitor the procedures in place for assessing children's progress. They have recently implemented new procedures for evaluating the progress made by groups of children in order to identify whether any additional support is needed. This also enables them to check that children are accessing activities that encourage them to make progress in all areas of learning.

There is a strong commitment to maintain continuous improvement within the nursery. Regular evaluation of the nursery routines, policies and procedures enables the staff team to identify ways to improve. The management team encourages parents, carers and staff to share their views and make suggestions for improvement. Parents speak very highly of the nursery staff and the care their children receive. Their feedback is valued by the nursery team who incorporate suggestions in their plans for improvement. For example, menus have been adapted and changes made to procedures for dropping children off in the morning to reflect parental views. Staff welcome new ideas and take a positive approach to implementing change. For example, they recognise the benefits to children of reorganising the room to encourage children to make free choices in their play. They also find that changes to the snack routine enable younger children to respond to their individual needs after they wake up from their sleep. Staff's performance is regularly appraised in order to celebrate what they do well and identify any training needs. Staff are keen to attend training that enhances their professional development and particularly

value the support they receive in gaining recognised qualifications.

### The Childcare Register

The requirements for the compulsory 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

<b>Unique reference number</b>	EY307051
<b>Local authority</b>	Trafford
<b>Inspection number</b>	820322
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	45
<b>Number of children on roll</b>	69
<b>Name of provider</b>	Atherton House Nurseries Ltd
<b>Date of previous inspection</b>	27/01/2009
<b>Telephone number</b>	0161 929 1811

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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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