

Home From Home Nursery

56 New Church Road, Hove, East Sussex, BN3 4FL

Inspection date	24/10/2013
Previous inspection date	01/10/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		1
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

- Staff have a strong commitment to parent partnerships, which effectively contribute to children's outcomes.
- Staff benefit from good support to build up their qualifications and skills, which in turn support children's overall development.
- Management is clear and focussed on their priorities for improvement. They consult effectively with staff and parents to ensure changes are of benefit to children.
- Children benefit from a wide range of interesting innovative activities which help them make good progress across the seven areas of learning.

It is not yet outstanding because

- Staff have to yet fully embed the assessment and planning systems in all areas of the nursery.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 observed children and staff's interaction in all areas of the nursery, including the outside area.
- The inspector spoke to children, staff and parents during the inspection.
- The inspector discussed leaderships and management, with the management team and carried out a joint observation with the curriculum teacher.
- The inspector sampled a range of documentation, including the safeguarding and complaints policy, evidence of staffs suitability, risk assessments and accident and medication records

Inspector

Jacqueline Walter

Full Report

Information about the setting

Home from Home Nursery registered in 2000 and moved to the present premises in 2002. It is a privately owned nursery and operates from the ground and first floor of a large Victorian house, located in Hove, which is in Sussex. It provides part time and full time care. It is open each weekday from 8am to 5.30pm for 51 weeks of the year. All children have access to an enclosed outdoor play area.

The setting is registered on the Early Years Register and both parts of the Childcare Register. There are currently 100 children attending in the Early Year Foundation Stage. The setting is in receipt of funding for the provision of free early education for children aged three and four years of age. The setting supports children who speak English as a second language.

The provision employs 21 members of staff. Of these staff, 14, including the manager hold an appropriate early years qualification. There are two members of staff who have Qualified Teacher Status. Five members of staff are working towards a qualification.

What the setting needs to do to improve further

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

- continue to embed staff understanding of assessment and planning to be fully effective in identifying children's individual learning needs and gaps in their learning.

Inspection judgements

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

Children are making good progress towards the early learning goals of the Early Years Foundation Stage. This helps them prepare well for school and the future. Young children are very motivated and enjoy exploring sensory opportunities such as three dimensional shapes with coloured filters that the staff provide for them. Older children successfully develop an excellent understanding of the world and use of Information Technology. For example, they learn to use video recorders to film their friends, draw maps of their homes and programme a robot to visit their houses.

The quality of teaching overall is good. Some staff are particularly skilled at teaching and they extend children's critical thinking skills well so they become confident learners. For example, staff model self-talk and provide additional equipment such as display containers, which in turn help children to study and observe the characteristics of the

insects they find. As a result, children delight in showing their drawings of spiders; they name how many legs they have and what sizes they are. Staff promote communication and language very well with all children. For example, with younger children, they introduce words and repeat them consistently. This extends the children's vocabulary. With older children, they introduce things that are exciting and new, such as a drum and acorns to use. They tap out a rhythm, encourage the children to listen and to make the same sound on the floor, sometimes getting faster and slower. As a result children learn to listen carefully and follow instructions.

Children enjoy practising their physical skills during a variety of interesting activities. For example, they enjoy moving bikes backwards and forwards and develop good coordination and balancing skills by completing obstacle courses set up by staff. They also enjoy visiting places such as local parks where they can enjoy running and stomping about in the leaves that have fallen from trees. Children have good opportunities to develop their creativity as they enthusiastically engage in singing about the crunching sound that leaves make as they stomp their way through them.

Overall, staff use the information from observation well to make sure that children achieve as much as they can. They successfully identify children's starting points and complete regular observations and summaries on what children know and can do. These reflect all areas of learning and help staff to identify the children's next steps and implement planning. However, staff have recently begun to introduce a new observation and planning system which has yet to fully impact on the learning of those aged two and under, in order that they reach full potential. Staff do, however, complete the required progress check for two-year-old children to monitor their development in key areas, such as personal, social and emotional development, communication and language and physical development.

Parents are effectively involved in their children's learning. Staff regularly share information regarding the children's care, achievements and how learning can be supported at home. This successfully enhances children's learning through play, particularly those with special educational needs and/or disabilities. In addition to this, parents are able to regularly share their thoughts, ideas and their children's interests when at home. This, in turn, allows staff to consolidate and extend children's learning in the nursery. Staff highly value parents' and carers' expertise and use it effectively to support children's learning. For example, staff welcome in a French speaking grandparent to teach children songs in French. Another parent helped children to plant fruit and vegetables at the nursery.

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

Children are very happy and display confidence in talking and playing with staff. For example, young children confidently tell staff that they don't want to go on a trip and wish to read a book. There is a very effective key person system in place, which is successfully supported with a back-up buddy system. This provides continuity and consistency of care for the children. Staff implement very effective strategies to help settle new children in.

For example, they encourage parents to participate in settling in visits that meet the individual needs of the child. They gather detailed information about children from parents at a lengthy initial meeting and encourage them to complete a 'Post Settling In' questionnaire a month after the children start. This successfully enables parents an opportunity to feedback about any concerns and/or positive comments. This in turn, enables staff to have an extremely good understanding of and be able to effectively meet children's individual needs and routines.

The learning environment is effective in helping all children progress towards the early learning goals. Staff provide a very child-friendly environment, organising space and a wide range of resources well to promote children's play, exploration and decision making skills. For example, older children can freely choose whether and when they play inside or outside. Very positive strategies help staff promote children's good behaviour. The staff are good role models and the children benefit from their use of lots of praise and encouragement. This promotes the children's confidence and self-esteem. Staff support older children's learning well by displaying the expectations of the setting and by being down at the children's level when talking about what behaviour is inappropriate and why. They also use a feelings board with faces depicting emotions, books and persona dolls to help children understand their emotions. Consequently, children are developing a extremely good understanding of how to behave. For example, they approach staff about other children's inappropriate behaviour.

Children are developing a good understanding of how to keep safe. Staff take time to discuss dangers and consequences within the environment. Staff maintain medication and accident records and keep parents appropriately informed. These measures effectively contribute to the children's good health and safety. There is a very good emphasis on healthy lifestyles and children are developing a very good understanding about healthy eating through making their own choices in what snacks they wish to eat and the quantity, from range of healthy food provided. Staff talk to younger children about the benefits of eating healthy food, such as fruit. Older children have excellent opportunities to participate in growing fruit such as tomatoes and following on from this by making and sampling the salsa they make with them. Children are physically active and have regular opportunities to play outside. They engage in regular routines that promote good hygiene. For example, they wash their hands before they eat their meals.

Children are extremely well prepared for their transition within the setting and into reception class. Children gather confidence and familiarity by spending several sessions in their new age group with their original key person. Staff and children visit their new school when possible and the school teachers come into the setting to meet the children who are transferring. In the lead up to going to school staff engage children in activities about school, using a persona doll named 'Junior'. They also talk to children and where possible link it with their other siblings already attending the school. These strategies help the children feel confident and at ease when they ultimately transfer to other settings.

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

The management team has a good understanding overall of their responsibilities in meeting the learning and development requirements. However, new observation and planning systems are not fully embedded to ensure all children's progress is consistently monitored by all staff. Arrangements for safeguarding children within the provision are effective and the deployment of staff and supervision of children is good. The inspection took place following a notification of an unexplained injury to a child. The inspection found that the systems to protect children's welfare are well established, staff are fully aware of their responsibilities in safeguarding children and meet all safeguarding and welfare requirements. Managers carry out full and robust reviews of children's behaviour and any accidents occurring on the premises and outside. They have further established additional arrangements to ensure the safety of children and regularly review risk assessments and associated policies and procedures to make sure risks are minimised or eliminated.

Staff have a good awareness of the welfare and safeguarding requirements. They understand and provide a safe indoor and outside environment for children. This means children are very safe. The leadership team uses robust recruitment and vetting procedures to appoint staff, making sure they are suitable to work with children. For example, before employment, candidates complete an application form to demonstrate their ability to communicate in English. This in turn, helps to ensure they have the ability to interact and support children effectively.

Leadership and management have effective systems for self-evaluation that help them to inform the nursery's priorities. They use these to create action plans and set targets for improvement in the outcomes for children. For example, they have moved the eating area and have created designated space for small group activities, which in turn help children to concentrate and avoid disruptions in their play. The management highly values staff and parents' views and takes full account of them to help drive improvement in their partnership working and care of the children. For example, as a result of parents suggestions staff have re-organised the end of day 'tidy-up' in order to ensure bags are packed for collection of children. This has further successfully promoted children's health and safety. The management implements very good supervision opportunities for staff to discuss any issues concerning children's development or well-being. This in turn, helps to ensure staff appropriately support children's individual care and learning needs. Annual appraisals, which take into account peer on peer observations of practice, take place. This enables them to effectively identify training needs and secure opportunities for professional development. This helps drive improvement within the nursery and therefore effectively benefits the children.

Partnerships with parents are exceptionally strong. Staff provide a wide range of information for parents, which include the nursery's policies and procedures. This helps everyone be aware of their responsibilities. Parents are extremely pleased with the care and learning provided for their children. They state that their children are always happy in the nursery and there is an open-door policy in place. They also feel that they are involved in their children's learning. For example, with settling in sessions that meet the needs of the children, which in turn makes their children feel secure.

Children benefit from the staff developing strong links with other professionals within the

local community. Staff welcome and implement advice successfully from other professionals. For example, by using visual timetables and sign language to support children's communication skills. They also work effectively with local authority support staff and are successful in obtaining credit passes in various aspects of a quality assurance scheme. The nursery works well with other providers who also care for the children. For example, they establish a two-way flow of information from other nurseries, which identify the learning intentions and the support required for each particular child. This enhances the care and learning for each child and supports their improving outcomes.

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 action. 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	EY233920
Local authority	Brighton & Hove
Inspection number	940422
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	44
Number of children on roll	100
Name of provider	Nicola Catherine Law
Date of previous inspection	01/10/2009
Telephone number	01273 245377

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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, which are usually the childminder's 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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