

# Home from Home, The Nannery Ltd

Rockingham House, 8-10 Crow Lane, Great Billing, NORTHAMPTON, NN3 9BX

<b>Inspection date</b>	23/01/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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		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

- Teaching is good because all the staff fully understand how to promote children's learning. They have high expectations for their achievements and, as a result, children make rapid progress given their individual starting points and capabilities.
- The very strong partnerships with parents mean that the children feel safe and secure in the nursery and they have their individual needs met.
- The management and staff team work very well together to ensure that the nursery reflects on its activity and continues to respond to all the children's needs through providing any extra support or resources they require.
- Children are kept safe because the staff maintain high levels of supervision at all times. The free-flow aspect of the nursery is well managed and this enables children to make their own decisions and choices about their activities and playmates.

### It is not yet outstanding because

- Some members of staff do not achieve the same levels of high quality teaching exhibited by other staff, in order to optimise children's learning and development.

## 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 activities in the playrooms upstairs and downstairs and in the nursery garden.
- The inspector held meetings with the owner of the provision and with three members of staff.
- The inspector spoke with the children throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of practitioners working with the children, and referred to the provider's self-evaluation form.
- The inspector took account of the views of parents and carers who were spoken to on the day of inspection.

## Inspector

Melanie Eastwell

## Full report

### Information about the setting

Home from Home, The Nannery Ltd was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two nurseries under the same ownership and is situated in converted premises in Great Billing, Northampton. The nursery serves the local area and beyond and is accessible to all children. There are enclosed areas available for outdoor play. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at levels 3, 4 and 5, including two with Early Years Professional Status.

The nursery opens Monday to Friday for 50 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 34 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- use the examples of very good practice from most members of staff to extend the quality of teaching of the less confident members of staff, in order to enhance children's learning further.

## Inspection judgements

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

Children are provided with a wide range of good activities that cover the seven areas of learning. The knowledgeable staff plan the activities following each child's individual interests and they ensure the planning covers all aspects of the Early Years Foundation Stage. The individual planning ensures that the activities are pitched correctly to promote children's learning. The nursery operates a higher than required adult-to-child ratio and this means that children receive good levels of one-to-one attention. For example, babies enjoy face-to-face activities with the staff where they explore a range of natural objects including large shells and a section of loofahs. The member of staff teaches the children through talking to them about how they are holding the objects and the different textures. Their positive facial expressions and gentle, yet encouraging tone of voice support the babies to continue to explore and be curious about these items.

Older children thoroughly enjoy taking part in a topic about their families. Parents and carers are asked to supply photographs of the child's family and special people. The staff sit with children in small groups to talk about their pictures and the people in their lives.

The children are very keen to take part in this activity and lively conversation ensues about the pictures. The member of staff supports their developing personal, social and emotional skills through her teaching, by ensuring that each child has a turn to speak and encouraging everyone to listen. The children visibly become excited when their pictures are shown and eagerly tell their friends about them. Therefore, children are learning about taking turns and listening to information from others.

The children attending this nursery have their progress in learning demonstrated clearly through the observations made by their key person. Their initial starting points are identified through detailed information that is supplied by parents about their interests and progress at home. This partnership working continues throughout the child's time at the nursery. Parents are encouraged to provide ongoing information at home that contributes to their child's record of learning and their progress check at age two, if appropriate. The key person begins making observations from the child's first settling-in visit to see which activities and resources they enjoy. They ensure that each child's unique interests and next steps in learning are taken account of in the planning. The staff fully value the information that is supplied by parents and they have meetings with them as required, as well as regular parents' evenings to ensure that their child's unique needs can be met. Children who have special educational needs and/or disabilities, individual circumstances or speak English as an additional language are well supported. The key persons work very closely with their parents and carers to ensure they fully understand what their needs are, and seek information via their parents about the support that is in place from other agencies who are involved with them. The nursery manager is committed to meeting these children's needs and is keen to add any resources and equipment to the nursery to help them make the best progress possible. The staff and manager are confident to arrange meetings with parents to discuss particular needs, and are gentle and sensitive in managing such issues.

Children begin to be well prepared for their eventual move on to school. The nursery operates a free-flow system for the children for large parts of the day. This means that they can move freely between the group rooms and choose to play with their brothers and sisters or friends of different ages. Children are developing confidence in making choices and decisions about where they play and who they play with, and this promotes their enthusiasm to try new activities. For example, toddlers carry books to a member of staff and sit with them to look at the book. Later they move to another room and select puzzles for themselves from the low-level shelves, and they transport items they choose themselves between the rooms using a play shopping trolley. Children's independence is promoted through this free movement around the nursery rooms. Children sit together to listen to stories. The staff sit on the floor with them and encourage their communication and language through asking them for their ideas about the content of the story and to draw upon their own experiences. The children take part in group games in the garden that involve numbers and counting. The staff do lots of singing with them that also includes numbers, which promotes their early numeracy awareness.

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

Children clearly demonstrate that they feel safe and secure in this nursery. When they arrive they quickly settle to their chosen activities after saying goodbye to their parents. The nursery has clear settling-in procedures that are managed on an individual basis with each family, and this enables children to build attachments and relationships to the staff. Children are confident to move around freely and they approach the staff for comfort and reassurance as they need it. For example, babies are able to settle to sleep because the staff hold them gently in their arms. Children who fall over in the garden are comforted sensitively, which enables them to return to their play. Parents are fully involved in their child's care at the nursery. They are asked to provide detailed information about their routines, including information about sleep times and weaning, and these are managed effectively on an individual basis. All parents receive daily feedback through discussion with the staff when they arrive to collect their children, and they are sent an email each day with specific information about their routines and the activities they have enjoyed. The staff ensure that any changes that are required are fully discussed with parents and are decided upon together.

The free-flow aspect of the nursery actively supports children to move around the setting because they are not cared for in specific group rooms. This is positive for children's transition because they become familiar with all the rooms within the nursery gradually. Children are familiar with the daily routines and they are learning to manage their own personal hygiene. They are keen to wash their hands before mealtimes and they enthusiastically brush their teeth after lunch. Mealtimes are very social occasions where children sit together as a group. They are learning about making healthy choices because the staff talk to them about the menu and involve them in preparing the food. A small group make sponge cakes for everyone to share as a dessert after lunch. Children tuck into their meals and snacks that are provided by the nursery.

The nursery has a strong emphasis on outside activities. The children enjoy the daily opportunities to play in the nursery garden, which promotes their awareness of the benefits of fresh air and exercise. For example, a member of staff comments about how fast the children are running. She talks to them about how the running makes their heart beat faster. They listen to her and hold their hands across their chest to see if they can feel their heartbeat. Children are also taken out for regular walks around the local area. The nursery has a number of animals on site, such as rare breed pigs, doves and chickens. Children take part in activities including feeding the animals during good weather. The staff take the children to look at the pigs from the window when they are unsettled, and this provides a good distraction and promotes conversations about what the pigs are doing, which helps the child to settle. Children behave well because they begin to understand the daily routines and the staff provide them with a good range of activities that keep them interested and enthusiastic to take part. The higher than required adult-to-child ratio supports the staff's positive and encouraging approach with all the children in their care.

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

Children's safety is given high regard in this nursery. The staff are vigilant in their supervision and the free-flow between the playrooms is managed effectively. The staff are always aware of where the children are and they follow them between the rooms to ensure that the required ratios are maintained. The designated lead members of staff for safeguarding have a clear understanding of their role, and the staff are well versed in what to do should they have concerns about a child. The staff team have recently completed updated safeguarding training. Staff are aware of the importance of following the safeguarding policy in the event of any concerns, and this policy is reflective of the Local Safeguarding Children Board procedures. There are robust methods to ensure that suitable members of staff are recruited and retained. The manager is committed to the staff's ongoing professional development and encourages them through their appraisals to attend training courses and to work towards higher qualifications. Risk assessments are in place that are reviewed regularly. These take account of all aspects of the very secure nursery premises, the animals and any outings the children are involved in. The staff show good care and concern for the children and help them to keep themselves safe. For example, they remind them to be careful when running around in the garden.

The manager spends time in the nursery rooms to monitor how the planning and assessment of each child's learning is managed. She has recently introduced peer-on-peer observations where the staff monitor each other's activity with the children. The higher than required adult-to-child ratio that is maintained and the high levels of qualified staff have a positive impact on the children making good progress in their learning. This is because the activities planned for individual children are well matched to their interests and next steps. The staff team have a good understanding of the learning and development requirements of the Early Years Foundation Stage and they meet each child's needs well. However, not all staff achieve the same levels of quality of teaching.

The nursery has developed very effective partnerships with each child's parents, which ensures that their individual needs are met and that any extra support is put in place promptly. Parents report highly complementary and positive comments about their own and their child's experiences. For example, with regard to how welcoming and approachable the staff are and how they keep them informed about their child's progress and care routines. Partnerships are also in place with other agencies who are involved with the children, and this contributes to a consistent approach in meeting their needs. The nursery management and staff team have implemented self-evaluation and reflective practice into their daily routines. They continually look at their planning, assessment and observation of the children and work as a team to try out new ideas. They have identified well-targeted plans for their continued improvement as the nursery becomes more established.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY467861
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	930860
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	60
<b>Number of children on roll</b>	34
<b>Name of provider</b>	The Nannery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07739706176

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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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