

Inspection date

Previous inspection date

09/12/2013

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 settle very well and feel safe because staff treat them with care and have a strong understanding of their emotional needs.
- Staff have a good understanding of safeguarding issues. Therefore, children feel secure as they play and learn throughout in the nursery.
- Staff make good use of observations and assessments to identify gaps in children's development, particularly when children first start. They use these to identify where children may need additional help.
- Staff offer lots of interesting resources and outings that support children's understanding of healthy lifestyles and all round development well. Children, therefore, make good progress from their starting points in all areas.

It is not yet outstanding because

- At times, staff do not consistently explain to children how to wait their turn and not to interrupt conversations. This means that this aspect of children's behaviour is not always reinforced.
- Staff do not always plan effectively for the use of technological equipment, such as the use of small programmable toys or computers. This means older children do not build a firm understanding of how to use technology in various situations.

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

Inspection activities

- The inspector observed the rooms in which the children were cared for.
- The inspector had a long discussion with the manager.
- The inspector sampled documentation, records and children's files.
- The inspector observed the garden area.
- The inspector and manager completed a joint observation.

Inspector

Anahita Aderianwalla

Full report

Information about the setting

A Home From Home Ltd. registered in 2013. The setting operates from a residential home in Kensal Rise, Kensal Green in the London Borough of Brent. The whole house has been converted for the use of the children, except for one room downstairs and a bedroom upstairs. There is an outdoor garden area. The setting is open from 8am to 6pm, Monday to Friday, for 48 weeks of the year. The setting is registered on the Early Years Register and on the compulsory part of the Childcare Register only. There are currently 18 children on roll, all of whom are in the early years age range. The setting receives funding for children aged three and four years. Five staff members work with children, including the provider, who holds a level 7 qualification. Three staff members hold level 3 qualifications and the remaining staff member, an apprentice, is working towards a level 3 qualification.

What the setting needs to do to improve further

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

- enhance the way staff provide explanations to children about learning to wait their turn and not interrupt conversations
- develop further opportunities for older children to use more technological equipment, such as using age-appropriate computers.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. As a result, they plan and deliver a broad range of activities that support all children to make strong progress from their starting points in all areas of learning. Staff carry out accurate assessments of children's development when they first join and then use this information to track children's progress through their time at the setting. This means that they can clearly identify when children are not making the expected progress and arrange any necessary intervention to help them reach their full potential.

The members of the small staff team have clear roles and responsibilities and interact well with children to help them develop their skills across the areas of learning. They make good levels of eye contact with all children, especially babies to engage their interests and focus. As a result, children are settled and are supported well as they play and learn.

Children make good progress in their communication and language development, taking

into account any individual needs. Staff encourage babies and younger children to communicate in lots of different ways. They make good use of signs and gesture so that children can communicate using a variety of methods. Staff encourage all children to develop their speech as they use clear speech and correct grammar to promote all children's language development. Staff link stories to children's individual needs and interests and children can choose freely from books that engage them. Staff use lots of expression when reading to children. This helps children to enjoy reading from an early age and begin to link words and the things that they represent.

Staff plan daily singing sessions and have musical instruments at hand so babies can participate and become involved. Children have favourite songs and rhymes and they particularly enjoy singing action songs as they actively move around and make movements with their hands and feet. This enables the younger children to recognise different patterns and rhythm of speech. Staff have purposeful conversations with children during the day to encourage them to be confident communicators. Children communicate successfully in many different ways and they understand lots of different instructions. These skills support them as they move through the nursery and then on to school.

Younger babies have plenty of opportunities to play with lots of natural materials and sensory equipment. As a result, they explore different textures and use a variety of natural materials in daily play. Younger children have access to programmable toys to develop their interests and skills in using a variety of everyday items in role play. Older children have use of investigative tools, such as calculators and play phones. However, staff acknowledge that the range of technological equipment for older children is currently limited. This means, older children do not always have regular opportunities to use computers or programmable toys at the nursery.

Staff support all children to develop their physical skills. For example, children climb on and off the low swing chair in the garden and babies crawl around on a foam mat area in the well-stocked outdoor area and learn to be independent in their play. Staff encourage older children to put their own coats and shoes on and off, so that they can develop their hand coordination as they do up buttons and pull up zippers. All children readily wash their hands after messy play and before eating. This shows that children are able to look after their own needs independently. Staff know a lot about the children in their care. As a result, they provide a wide range of equipment that interests and engages children. Staff plan exciting activities that use interesting items, such as home-made salt dough, to make Christmas decorations to hang on the real Christmas tree in the garden. They take children on long autumn walks to collect leaves for their collages and then read their favourite stories that arouse their curiosity and encourage them to extend ideas and express their thoughts. As a result, children are focused and curious learners for much of their time in the nursery.

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

The small staff team has a robust settling-in procedure which enables all key persons to form accurate pictures of all the children who attend the setting. This ensures that all

children, including those with special educational needs and/or disabilities, are very secure in the nursery. Staff gather detailed information from parents from the outset and this means that they can tailor children's care to their emotional needs very well. As a result, children are settled and generally behave very well in relation to their ages and their individual needs.

Staff are good role models and generally encourage children to behave well. However, sometimes staff do not teach children to wait their turn and not to interrupt conversations. This does not fully reinforce children's learning about how to interact with others. Children learn to behave in calm and careful ways. For example, staff give very clear explanations for why certain behaviours promote children's safety and well-being. Older children all know that they need to line up and hold the banisters as they climb the stairs and staff explain to children why they must walk carefully indoors and outdoors to prevent them from hurting themselves. All staff have a good understanding of risk assessment and safeguarding procedures to promote children's safety and well-being. Indoor and outdoor spaces are planned well so that all children can develop their independence safely, as they have free access to resources that they wish to play with. For example, staff provide mirrors, sensory panels and soft furnishings in the new wooden play house in the garden which encourage babies to crawl in and out safely as they explore their facial expressions or relax in the cosy corner filled with cushions and books. This means that all ages of children become confident to explore their surroundings as they successfully move around furniture and play with toys that are stored at their level.

Staff plan exciting outings for children to learn about healthy lifestyles. The setting has an allotment that staff regularly use to plant and grow vegetables and fruit with the children. This promotes children's understanding of where food comes from as they learn to plant, grow and cook most of their vegetables and fruit on their menu. In addition, children go on local visits to shops and parks which also help them learn about keeping themselves healthy and fit.

Staff are all very respectful of children's individual cultures and backgrounds. They talk to the children with respect and calmness and are polite at all times. Staff help children to feel secure and safe and meet their emotional needs very well. Children are well settled and have made strong relationships with staff. Younger children are developing their cooperative skills quickly, as they move from playing alongside their friends to playing in small groups. These skills support them well when they go to school and enable them to make confident moves within the nursery.

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

The setting has a small staff team who all work very well together. The nursery is managed well and led by a qualified and responsible manager and well-qualified deputy manager who both have a secure understanding of the Statutory Framework for the Early Years Foundation Stage. As a result, the safeguarding and welfare requirements and the learning and development requirements are met well. The manager and deputy monitor

the curriculum, the planning and assessments of children's progress. The manager works with the under two-year-olds and the deputy works with the older children. This means that children make good progress from their starting points as both senior staff share the monitoring for the nursery and this is shared with all the staff at meetings. As a result, outcomes for children continue to improve. There are secure systems in place to support children with special educational needs and/or disabilities and the tracking systems help staff to accurately identify where they need more support. As a result, the staff team seek appropriate intervention to close gaps in their development. The staff use close links with outside agencies, for example the local area Special Educational Needs Coordinator (SENCO), to get extra support for children when they need it.

There are secure recruitment procedures in place to ensure that all staff are appropriately vetted. The staff team are very secure in their knowledge and understanding of child protection issues and they are vigilant about the safety of children. For example, staff keep a close eye on younger babies in the garden as they crawl around amongst the older children as they play.

There are effective risk assessments in place across the nursery and staff teach children to manage their own safety very well. This promotes children's safety and well-being whilst at the nursery. The senior management team has a good understanding of the strengths and weaknesses of the provision. The manager ensures the staff team all understand their roles and responsibilities and is keen to offer continuous training and in-house support to all staff to improve their teaching practice. She carries out regular appraisals and observations of practice and uses this to identify training needs to improve the quality of staff's work with children. The senior management team has completed a thorough self-evaluation document which includes input from staff, parents and children whose views are valued and acted on.

Strong relationships have been established between the staff and the parents. The staff work well with parents which enables them to meet children's continually changing needs. The staff have a clear understanding of their responsibility to work in partnership with other professionals to access good support for children when necessary. Staff have established strong links with other professionals and have devised ways of working with them to secure continuity of care for all the children. For example, they work with the local SENCO to access specialist training when required.

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	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

Unique reference number	EY460008
Local authority	Brent
Inspection number	920422
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	18
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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