

# Susana's Home from Home

60 St. Johns Road, Huyton, LIVERPOOL, L36 5SY

## Inspection date

Previous inspection date

10/03/2014

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	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

- Teaching is good. The learning experiences for children match their interests and needs, therefore children make good progress relative to their starting points.
- The children enjoy highly nutritious meals and plenty of physical exercise. As a result, their health and well-being needs are very well met.
- The manager has a very good understanding of the Early Years Foundation Stage requirements, which means that children's learning needs are met and they are kept safe.
- Strong partnerships with parents, schools and other agencies mean that there is consistency and continuity in learning for children.
- The manager evaluates all aspects of practice, with clear plans in place to support children's achievements.

### It is not yet outstanding because

- There is scope to enhance the already good systems in place for monitoring children's progress by, for example, further refining the tracking of progress for specific groups of children.
- Opportunities to enhance the outdoor play area through the use of more natural resources, such as plants and bugs, that will enrich children's outdoor explorations and discoveries have not yet been fully considered.

## **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 checked all relevant documentation and scrutinised policies and procedures, including those for safeguarding and the recruitment and suitability of practitioners.
- The inspector looked at children's learning journals and observation, assessment and planning documentation.
- The inspector spoke with the nursery manager, individual practitioners and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the deputy manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

## **Inspector**

Lynnette Kobus

## Full report

### Information about the setting

Susana's Home from Home was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is operated by an individual. The nursery is based in a house situated in the Huyton area of Knowsley. Children are cared for in four playrooms over two floors. There is a large enclosed outdoor area. The nursery employs ten members of childcare staff, including the manager. Of these, six hold an appropriate childcare qualification at level 3.

The nursery opens Monday to Friday all year round, with the exception of Bank Holidays. Sessions are from 7.30am to 6pm. Children attend for a variety of sessions. The nursery supports children who have special educational needs and/or disabilities and children who speak English as an additional language. The nursery receives support from the local authority and provides funded places for the provision of early education for two-, three- and four-year-olds.

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

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

- refine tracking systems so that the progress of specific groups of children is more robustly monitored and effectively used to close the achievement gap for any children who may be doing less well than their peers
- enhance the outdoor play area through the use of natural resources, such as planting vegetables and encouraging bugs into the garden, to further enhance children's exploration and discoveries.

## Inspection judgements

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

Practitioners demonstrate a good understanding of the learning and development requirements and plan teaching activities to cover the prime and specific areas of learning. They set up the learning environment in a way that allows toys and resources to be within easy reach, so that young children can make independent choices about their play and help themselves. The range of activities and good levels of teaching provided mean that children of all ages are gaining the skills and attitudes needed to support their next stages of development and prepare them well for starting school. Practitioners observe the children regularly to see what they can do and any emerging interests. This helps practitioners plan relevant next steps to help promote children's all-round learning and development. For example, drawing a picture of a caterpillar led onto story about a hungry

caterpillar, with lots of new words, mathematical language and counting used to help capture the child's interest and motivate them to learn more. Practitioners consistently monitor children's progress to ensure that they are reaching expected levels of development. Robust systems are in place to ensure that children's individual progress is monitored through, for example, the completion of the progress check at age two. Parents are consulted and their views and comments are taken into account when completing this document. There is also ongoing evaluation of all children's progress, which enables staff to quickly identify any areas of concern, discuss any issues with parents and swiftly seek advice and support when needed. As a result, individual children's needs are successfully met.

Children are making very good progress in relation to their starting points. They enjoy a range of activities which enable them to learn through planned, purposeful play. Practitioners use a range of teaching skills to support children's language and communication development throughout their daily activities and routines. Practitioners understand the importance of communication and language development for young children and are aware of how to support this through making conversations, introducing new words and role modelling good language skills throughout children's play. For example, a practitioner extends and enhances children's play as she models talking sensitively to the dolls. The children follow her example, using good descriptive language, such as 'I will dry you, because you are all wet' and 'time for bed now'. Practitioners encourage children's understanding of number through everyday activities. They sing number songs and rhymes with children and support and guide them as they find the correct pieces in a large puzzle. Children become absorbed as they play with a range of multi-sensory materials, such as sand, water and heuristic play resources. These provide wide opportunities to explore, discover and be curious, and practitioners allow children space and time to investigate and experiment with the materials. However, there are fewer opportunities for children to continue with their explorations when playing outside through activities, such as growing plants or discovering insects and bugs. Children use their imaginations as they enjoy playing with small vehicles and dressing up and 'making tea' in the home corner.

Staff are enthusiastic in their interactions with children and motivate them to talk about what they are doing, think of new ideas and make connections between the familiar situations they are acting out and their imaginary games. All practitioners are very skilled in supporting children who have special educational needs and/or disabilities, with children who have been identified as needing additional support making rapid progress. This is because of the very good partnerships with parents and professionals, such as speech and language therapists, who work together to ensure continuity and consistency in learning experiences for children at home and in the nursery. Furthermore, all practitioners promote inclusion and teach children to respect cultures other than their own. For example, the children are learning to speak Spanish and enjoy saying 'adios' to their friends when they leave to go home. Practitioners provide a range of creative resources for children to paint and make things. Children learn how to handle and use tools, such as rolling pins, and make marks with pens and paint. This encourages them to learn to control their hands and fingers in readiness for the skills they will need for early writing.

Strong relationships with parents are formed early on and practitioners share information

with parents on a regular basis to keep them updated with information about their child's progress. They are also provided with a variety of opportunities to support and share information about what their child learns at home, so that there is a successful shared approach to all aspects of children's achievements.

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

Children and parents receive a warm welcome from practitioners, and each child has their own key person who helps them to settle. This system helps to strengthen children's confidence and self-esteem. The environment is homely and welcoming and children have regular access to the outdoor play area. Consequently, they have the confidence to explore and investigate their play environment independently. Children's personal, social and emotional development is well promoted because they know what is expected of them within the nurturing and caring environment of the nursery. This helps children to learn to behave positively, develop confident attitudes to learning new things and build friendships. Children play well with each other and quickly learn to share, take turns and be considerate. Practitioners are skilled at listening to and praising children, which promotes their self-esteem and confidence. Positive images are displayed reflecting people from around the world, as well as children's own artwork. Consequently, children show a very strong sense of belonging at the nursery.

Practitioners very effectively promote children's independence and sense of responsibility through a good balance of child-initiated and adult-led experiences. For example, at mealtimes children choose from a healthy, varied menu, enjoy their meals and all eat well, using appropriate cutlery. Practitioners act as good role models, helping children to learn how to be healthy, such as washing their hands before lunch and providing a healthy, balanced diet. Practitioners are effective in promoting the benefits of healthy foods and exercise, which means that children are learning to make healthy choices at meal times and understand the benefits of an active lifestyle. For example, they have access to a large outdoor area where they climb, balance and enjoy obstacle courses. Children are able to manage their own self-care appropriate to their age because all practitioners provide good guidance and give them time to complete tasks. For example, older children competently feed themselves and clear away their crockery and cutlery after their meals.

The nursery practitioners put good measures in place to keep children safe and secure. For example, they conduct daily checks on the indoor and outdoor environment before the children start the session. Practitioners help children to learn about road safety, and children confidently explain the rules they have learned to stay safe when riding their bikes outdoors. Consequently, they are learning how to keep themselves safe as they play. Children's transitions to other settings, nurseries or school are sensitively organised to provide them with emotional security as they move into the next stage of their learning. For example, children can act out what it might be like at school in the role play area, which includes dressing up in school uniform. Teachers from local schools are invited to the nursery prior to children moving on and the manager works very closely with local schools to ensure there is consistent, secure support for all children, including those with special educational needs and/or disabilities.

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

Safeguarding procedures are strong. All staff prioritise children's safety and have a good awareness of safeguarding issues. They are competent in the procedures to follow and who to contact in the event of any concerns about children or colleagues. Staff are fully aware of the role of the nursery's designated child protection manager and the processes to follow if they are concerned about any issues within their practice. Staff performance is monitored within the nursery rooms and through regular staff supervisions and appraisals. All staff have undertaken safeguarding training and follow strict procedures and policies to protect children at all times. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out. Risk assessments for all areas of the building, the outdoor area and resources ensure children's safety remains paramount. Robust recruitment and vetting systems ensure all adults working with children are suitable to do so. Extensive support and liaison with a wide range of professionals has enabled practitioners to implement the Early Years Foundation Stage with confidence. As a result, they have a good understanding of the learning and development requirements and effectively monitor all children's skills, abilities and progress. Interventions are sought at the early stages to identify children falling behind their peers or below their expected achievements, which results in all children's needs being met effectively and relevant support services involved. However, there is scope to enhance the already good systems in place for monitoring individual children's progress by, for example, further refining tracking the progress of specific groups of children.

Leadership is very good and self-evaluation is well documented and highlights the strong emphasis on maintaining good levels of achievement for all children. Strengths and weaknesses are clearly identified and focused improvement plans are in place to secure continuous improvement. The process for self-evaluation within the setting incorporates the views of staff, children and parents. The staff team share a vision to provide a good quality service for the children and their families. They are highly motivated in their continuous professional development and are continually seeking ways to improve. Effective systems are implemented to enable staff to continually evaluate their practice. This is achieved through good quality systems for professional supervisions, peer observations and discussions during meetings. A good range of training for all staff has contributed towards the successful implementation of all areas of learning and development.

Effective partnerships between parents, external agencies and other providers are evident and well established. These contribute to meeting children's individual needs effectively. The nursery works closely with the local authority early years team who provide training and support. Staff have very good relationships with parents, who are fully involved with their children's learning and development. Effective communication systems ensure that parents are kept fully informed of their children's progress. For example, photographs and informative displays cover the walls. These illustrate the breadth of activities that children are actively involved in during their time at the nursery, accompanied by explanations relating to how children learn. Parents contribute to the initial assessment of their children's starting points on entry and continue to support their children's learning

throughout their time in the nursery and on transition to school. Parents comment positively about the nursery, highlighting the wealth of information shared with them about their children's learning. Furthermore, all parents spoken to on the day of the inspection said that the nursery lived up to its name of being a 'home from home'.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY459876
<b>Local authority</b>	Knowsley
<b>Inspection number</b>	935718
<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>	40
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Susana Christina Travis
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07531335882

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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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