

Home from Home Kidz Care Ltd

The Athenaeum, Andrew Street, Compstall, STOCKPORT, SK6 5HW

Inspection date

Previous inspection date

10/01/2014

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	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

- Staff have a good understanding of the Early Years Foundation Stage and use this knowledge effectively to engage and teach children. This supports children's learning and development needs. Children make good progress towards the early learning goals.
- Leadership and management are strong. There is a clear management vision in place and management are committed to making ongoing improvements through detailed self evaluative practices.
- Staff are well informed of appropriate safeguarding procedures. Staff attend regular training to refresh their knowledge and develop their practice further.
- Staff are fully committed to working in partnership with parents and a range of other professionals. This supports children as all carers are well informed of children's individual needs.

It is not yet outstanding because

- Processes to support children's home learning and a shared understanding of children's achievement are still emerging as the nursery is newly registered.
- Opportunities for children to consistently develop their independence skills at lunchtime are not yet embedded in practice.

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.

Inspection activities

- The inspector observed activities and children at play throughout the inspection.
- The inspector spoke with children, parents, staff, the manager and owners throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and undertook a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plans.

Inspector

Elisia Lee

Full report

Information about the setting

Home from Home Kidz Care Ltd was registered in 2013 and is on the Early Years Register. It operates from two first floor playrooms in a converted building in the Compstall area of Stockport. It is registered to a private individual and the nursery serves the local area. There is an enclosed area available for outdoor play on the ground floor.

The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, and one holds an appropriate early years qualification at level 2.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 5.30pm all year round. Children attend for a variety of sessions. There are currently 15 children attending who are in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance parent partnerships further, in order to support children's learning at home and a shared understanding of children's achievement
- extend opportunities for children to develop their independence skills at lunchtime.

Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage and plan purposeful activities based on children's interests and developmental stage. Educational programmes cover the seven areas of learning and offer a breadth of quality learning experiences. As a result, children effectively gain the necessary skills in readiness for school. Regular observations are undertaken on children as they play. This allows staff to clearly identify children's developmental stage and next steps in learning through comprehensive assessment and tracking documentation. Staff plan activities which offer challenging learning experiences that are well met to children's individual learning needs. Teaching strategies follow children's interests and the impact of this is that children are fully engaged in learning. For example, children play in the outdoors identifying different shapes they can see, count in order as they excitedly jump into puddles, and solve problems as they consider how to water plants by transporting water. As a result, children are making good progress.

Teaching and learning is very good. Children are very settled in the nursery and freely access resources as they initiate their own play. For example, children play in the water tray with bubbles and ask if they can take their socks off. Children excitedly place their feet in the water and enjoy the sensory activity. Staff enhance learning by using key words, such as 'splash' and 'drip', and sing familiar rhymes with children based around a water theme. This promotes early language skills as children make 'silly noises' and learn repetitive words and phrases within the rhymes. Staff role model how to use resources to support children's understanding. For example, staff model how to use a stencil to support children as they draw a series of circles. Learning is then extended by staff posing challenges to children. For example, children are asked to count shapes as they draw, identify different colours, find another shape similar to the shape that they are drawing and identify similarities. As a result, the impact of teaching on children's progress is good.

This is the first inspection since the nursery has been in operation. Staff have worked hard to develop communication links with parents. As a result, strong parent partnerships are emerging. The nursery operates a daily communication book for all children, the views of parents are welcomed, there is a designated parents' notice board, staff organise informal social evenings and the nursery has recently joined a social networking site to share information with parents. Parents are invited to be part of the assessment process through contributing to baseline assessments, the progress check at age two, meeting with staff every six months to discuss summaries of children's learning and contributing to observations. As identified through the nursery's self-evaluative practice, staff are developing further ways to support continued learning in the home, so that children are well prepared for the next stage in their learning. Parents are complimentary about the nursery. For example, they comment 'we are extremely happy with the service we receive from nursery, our child is very happy' and 'staff are so friendly it really is a home from home'.

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

An effective key person system is in place. Children start at the nursery on a gradual admission and are allocated a keyperson after they have had time to settle in and build relationships with staff. Thorough admission processes are in place which gives parents an opportunity to speak about their child's needs and interests. Staff are positive role models and interact with children at their level. For example, staff sit on the floor with children as they play with resources, join in with children's play and enthusiastically enjoy playing in the outdoor area with children. Children's emotional well-being is supported and staff are caring and nurturing towards children. For example, staff sing to children and rock them gently in their arms as children feed from a bottle. Children are extremely settled and enjoy the quality adult interactions. Positive behaviour is appropriately encouraged through role modelling, setting expectations, consistent praise and by giving children stickers when they have undertaken set tasks.

Staff give a high priority to the importance of risk assessment and risk management. Daily safety sweeps are undertaken to identify and minimise risks to children. For example, staff ensure that the outdoor area is free from risks prior to children using the area for outdoor

play. Risk assessments are regularly reviewed and adapted. For example, initial risk assessments documented that children on outings would always be wearing restraints. However, staff reflected on this and have now changed the risk assessment to allow children to explore the environment independently, free from restraints, when in an identified safe space. Staff follow procedures which support safety. For example, a visitors' book is in use, visitor identification is checked, staff and parents use a keypad entry system to the main entrance and there is closed circuit television in each room. Children are building a knowledge of risk through the opportunity to take part in regular emergency evacuations of the building. Children's independence is supported. For example, children are encouraged to access resources, initiate their own play and get dressed for outdoor play. However, opportunities to develop independence skills during lunchtime are limited. There is a range of quality resources available which supports and enhances learning. The environment is rich in text which supports children with their emerging literacy skills.

Children learn about healthy lifestyles through daily access to the outdoor area, music and movement sessions and regular walks in the local environment. Staff are very enthusiastic about using the outdoors to enrich children's learning. For example, children go on a walk to collect blackberries and then return to the nursery to undertake a baking activity to make fruit crumble. The outdoor area is well thought out and offers a range of activities for children to enjoy the outdoors. For example children play in a mud kitchen, observe birds while using binoculars and learn about the growth and the care of plants, such as raspberries and lemons. There is a designated cook who prepares fresh meals on the premises each day, catering for all dietary requirements. Staff support children's understanding of healthy lifestyles by discussing the benefits of eating vegetables. Children also have the option to bring a packed lunch from home. Children have not yet had the chance to go through transition to school as the nursery has recently opened. However, staff are very knowledgeable in how to support effective transitions and will be liaising closely with teachers from local schools so that children's developmental needs can be discussed and understood. This strategy will help children prepare for change and readiness for school and shows that the management team is proactive in supporting children's changing needs.

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

Staff have a comprehensive knowledge of safeguarding procedures and the management team is proactive in ensuring staff have a high level of safeguarding awareness. For example, safeguarding questions are used as part of the interview process to assess candidate's knowledge prior to being offered a post in the nursery. Staff are aware of the safeguarding policy and the procedures to follow should they have a safeguarding concern or be concerned about a child's welfare, and attend child protection training. Staff supervise children well, consequently, children are suitably protected. For example, the nursery ensures that staff have met with all adults who may have to collect children and keeps thorough records of accidents and attendance, which helps staff to further protect children and promote their welfare. There are effective processes for selection and safe recruitment of new staff. The manager ensures that suitability checks are undertaken, induction processes are in place and references are gained prior to any new staff starting

at the group. Staff are further supported through regular appraisals and supervisions.

Staff have a good knowledge of how to support children in their learning and development. They role model how to use the resources, play with children at their level, provide a running commentary, pose challenges through effective questioning and revisit prior learning which supports children's critical thinking skills. The manager works directly with children and monitors practice and developmental files on a daily basis. For example, she asks staff to explain why they have identified a certain activity within the planning to ensure that planned activities support children's next steps in learning. In addition, the nursery has recently begun a peer observation programme where staff identify areas for development and share good practice. Staff attend network meetings to discuss and share ideas with other providers. The manager oversees the tracking documentation. This means that any gaps in children's learning are identified so that effective support can be put into place. Staff training needs are discussed at appraisals and regular staff meetings and the management team are very supportive of continued professional development. Recently staff have attended training on characteristics of effective learning, aiming high in the Early Years Foundation Stage, introduction to common processes and special educational needs coordinator training. The impact of staff attending training is that staff are able to reflect and refresh their knowledge which further enhances children's learning.

The manager and staff have been proactive in identifying areas that they would like to enhance further and regularly review practice to ensure that the nursery is supporting children's needs. For example, the manager has recently made contact with local health visitors. This is with the aim of working together to support children's needs when completing the progress check at age two. While still being a new nursery the staff have been proactive in developing meaningful partnerships. For example, they have made partnerships with another local provider to share practice and share training costs. The manager attends leadership and management network meetings with the local authority early years team and welcomes the early years advisor into the nursery. Good partnerships with parents have been formed through effective methods of communication. This shows that staff are fully committed in forming purposeful partnerships to enhance all aspects of children's individual needs.

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	EY464187
Local authority	Stockport
Inspection number	926768
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	45
Number of children on roll	15
Name of provider	Home from Home Kidz Care Ltd
Date of previous inspection	not applicable
Telephone number	0161 222 8505

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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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