

Home from Home Nursery

Home from Home Nursery, Atlas Works, Nelson Street, Carlisle, CA2 5NB

Inspection date

Previous inspection date

18/11/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Staff develop good relationships with children and their families. As a result, children feel safe, and they explore the nursery happily and with confidence.'
- Children begin to learn how to keep themselves safe and their good health is effectively promoted through daily routines and discussion.
- Safeguarding procedures are effective. As a result, children's welfare is protected and they are kept safe from harm.

It is not yet good because

- Checks on the quality of teaching by the manager are not always planned or assessed well enough to help staff to improve their work. As a result, children make satisfactory rather than good progress in their learning and development.
- The systems for sharing information with parents about their children's progress are not effective. This is because staff miss opportunities to share ideas to enable parents to support their child's learning at home.
- The resources are limited and do not offer children varied and stimulating learning experiences that motivate them in their learning.

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 indoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager and spoke to staff throughout the inspection, when appropriate.
- The inspector looked at planning documentation and children's assessment records.
- The inspector checked evidence of staff qualifications and suitability to work with children and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to during the inspection.

Inspector

Emma McKeown

Full report

Information about the setting

Home from Home Nursery was registered in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned. It operates from a series of ground floor rooms in Atlas Works, Denton Holme, Carlisle, Cumbria. The nursery serves the immediate locality and also the surrounding areas. The nursery is divided into four age-related playrooms with associated facilities. There is no outdoor play area on site. The nursery currently employs eight staff, four of whom hold an appropriate early years qualification, including the manager with a National Vocational Qualification in Children's Care, Learning and Development at level 4. Staff take children for walks and physical play in the nearby local park facilities. The nursery operates from 7am to 7pm, Monday to Friday, all year round. This may be extended to weekend care for children. Children attend for a variety of sessions, including before and after school provision. There are currently 32 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with English as an additional language. The nursery is a member of the National Day Nurseries Association and receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching by ensuring that systems are in place to successfully address underperformance through effective training and mentoring.
- develop the range of resources to provide stimulating, varied and interesting learning experiences for children that motivate and enthuse them and help them to make the best progress they can.

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

- extend the systems for sharing information with parents to ensure they are fully aware of their child's next steps and know how to support further learning at home.

Inspection judgements

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

Caring and enthusiastic staff interact well with the children. This ensures children have an enjoyable time while at the nursery and are happy. Children enjoy socialising with their friends. For example, they spend time setting up a role-play cafe and serve their friends

drinks or share resources as they pretend to visit the hairdresser. Staff plan an appropriate range of activities to cover all areas of learning so that children make suitable progress towards the early learning goals. They observe children during their play and make use of tracking documents to help assess children's progress. Activities and resources are available for children to play with, and staff encourage children to pursue their own interests. Consequently, children are able to make independent choices about where and what they play with. However, teaching is variable and not all staff have the expertise to facilitate learning in ways that extend and challenge children. In addition, the resources are limited and do not promote varied and stimulating learning experiences for children. This restricts the progress that children make and does not motivate and enthuse them in their learning to the maximum potential.

The key-person system is successful in forming links with parents and ensuring that children's care needs are met. General information about children is sought as part of the registration process and daily discussion takes place about children's learning experiences during the session. Staff make regular assessments of children's learning, from which they identify gaps in progress and children's next steps. The staff recognise the importance of working in partnership with parents. Parents are informed about their child's learning through a variety of methods, including daily verbal communications, communication diaries and opportunities to share learning records. However, strategies to continue children's learning at home are not effectively shared with parents.

Staff support children's developing communication skills well. For example, children are encouraged to listen to their friends and appreciate other's contributions as they play together. This teaching strategy supports children to learn key skills in readiness for school. The children demonstrate that they understand it is fun to have a go at activities even when they are unsure if they can do the task. For example, when putting on their shoes and socks, children shout out, 'I did it' as they share this newly-learned skill with their friends. Staff plan activities well to support children who speak English as an additional language in developing their communication skills. For example, key persons spend time talking to children as they look at photograph albums of their families. Staff provide sound support for children's physical skills. There are a range of opportunities for children to use tools for writing, painting and pouring. For example, children use paintbrushes and sponges to create pictures and use jugs and cups for pouring and measuring as they play in the water tray. Children benefit from daily opportunities for outdoor activity, for example trips to the local library and park. Here, children enjoy large open spaces to exercise and practise their climbing skills on the park equipment. Overall, children are ready for school when the time comes as they develop an appropriate range of skills to support their future learning.

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

The key-person system helps to ensure that children are able to form attachments and bonds with staff. There are systems in place for parents to inform staff of their children's routines, likes and dislikes prior to them starting at the nursery. This helps support

consistency in their care and, as a result, children settle quickly. Children make friendships with their peers and are learning to share and take turns. This is because staff usually play alongside children and encourage them to show care and consideration for each other.

Staff support children's personal, social and emotional development appropriately. Children and families are welcomed warmly into the nursery. This helps children feel safe and emotionally secure to explore the learning environment. Children show awareness of their own and others' safety. For example, they make space for each other while jumping onto cushions. Children are encouraged to help to tidy in preparation for snack and mealtimes. Consequently, they learn to take care of the resources and equipment and know where things belong. This practice helps children to manage their surroundings, to ensure safety and minimise hazards. Staff promote positive behaviour as they sit at child level and remind children of expectations.

Children are encouraged to develop healthy lifestyles with regular outdoor activity at the local park. The nursery is effective in promoting children's well-being, as they are provided with regular healthy options for snack and meals, such as fresh fruit and vegetables and a cooked meal every day. Children's dietary needs and preferences are respected. Appropriate hygiene practices are encouraged as the children wash their hands before eating. Children are appropriately prepared for the next stage in their learning and development as the staff support them in moving between rooms within the nursery and on to school when the time comes. Parents comment they are happy with the support they receive from staff, especially when supporting their children's emotional well-being during the settling-in period.

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

The inspection found that the provider has good knowledge and understanding of the requirements of the Early Years Foundation Stage. Staff are appropriately qualified in child protection and demonstrate a suitable understanding of how to safeguard and promote the welfare of children. For example, staff adhere to and promote the nursery's policy on the vetting of visitors to the setting. The provider and the staff are aware of the systems for recording and reporting concerns about the safety of any child in their care. This ensures children are protected from harm. There are robust, safe recruitment systems in place to ensure that children are always cared for by adults who have suitable, enhanced checks. Risk assessments successfully minimise hazards within the nursery so that children can play safely. Good security of the premises is maintained and the organised deployment of staff ensures that children are always supervised well.

Procedures for performance management have been introduced and staff are supported with regular training. For example, staff have recently attended training to support children who speak English as an additional language. While this helps to enhance practice, there is insufficient focus on the monitoring of quality of teaching through performance management systems to celebrate good practice or address underperformance. Consequently, the quality of teaching is variable and the manager

does not effectively mentor staff to help improve the quality of teaching. As a result, children are not always supported in their learning and, therefore, they make satisfactory rather than good progress. Self-evaluation is undertaken to reflect upon the nursery's strengths and areas for improvement. Staff, parents and children have opportunities to contribute to this process. As a result, the manager has an adequate view of what to improve in the setting.

Staff have developed positive partnerships with parents. Key persons share information with parents daily about their child's experiences at the nursery. Parents have regular opportunities to review their child's individual record of learning. However, the staff do not always share ideas with parents to enable them to continue to support their children's learning at home. Links with local schools are established to support children as they move to the next stage in their learning. For example, teachers from local schools are invited to spend time with the children during the summer term. Discussions, visits and shared information ensure children are confident and ready for change when the time comes.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY478429
Local authority	Cumbria
Inspection number	997484
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	37
Number of children on roll	32
Name of provider	Euphemia Palmer
Date of previous inspection	not applicable
Telephone number	07727028799

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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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