

# Home From Home

18 Alexandra Road, Waterloo, Liverpool, Merseyside, L22 1RJ



## Inspection date

19 June 2015

## Previous inspection date

20 January 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff are well qualified and have a good understanding of how children learn. Consequently, all children are making good progress in their learning and development.
- Children are motivated and enjoy engaging in activities, as staff follow their lead. This promotes children's concentration and supports them in developing attitudes which prepare them well for future learning.
- Leaders have devised highly effective strategies to help children settle in and move through the nursery.
- All children are effectively supported to understand the rules of the nursery, as staff use meaningful, appropriate and consistent strategies to promote children's understanding of good behaviour.
- Leaders have developed effective systems to obtain the views of staff, parents and children when evaluating the quality of the provision. Therefore, self-evaluation is highly accurate.
- Staff have a clear understanding of child protection issues. They are confident and familiar with reporting procedures, in order to protect children from harm.

### It is not yet outstanding because:

- Staff are less effective in using questions to promote and extend children's interests during activities, particularly for more-able children.
- The procedures being used by leaders to observe staff and the quality of their practice have not been embedded sufficiently, in order to improve practice from good to outstanding.

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

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

- extend children's learning more effectively, by allowing time for them to think and respond to questions, in order to make activities more challenging, particularly for more-able children
- implement procedures to observe individual staff to make monitoring systems even more robust and provide more accurately targeted support for their professional development.

### **Inspection activities**

- The inspector jointly observed a number of activities in the indoor area with the provider.
- The inspector spoke with staff and children at appropriate times during the inspection, and also considered the views of parents spoken to during the inspection.
- The inspector observed activities in all areas of the nursery and reviewed children's learning records.
- The inspector reviewed evidence of staff's suitability to work with children and qualifications, including paediatric first aid.
- The inspector reviewed a range of documents, including policies, procedures and risk assessments.

### **Inspector**

Lauren Grocott

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children enjoy the variety of activities provided by staff, who consider their individual interests within the planning. Staff track and assess children's development on a regular basis, enabling them to identify any areas of progress which are less than expected. The indoor and outdoor environments are well resourced and attractively arranged. For example, babies sit in cosy areas and enjoy looking through pictures of their families and pets. Older children learn about the world around them by observing caterpillars. Staff support their discussions well by providing a book with photographs and text that children can refer to, which helps them to consider what will happen next. However, staff are sometimes less effective in using questions to extend children's learning. For example, they do not always provide enough time for children to respond to questions, before continuing with discussions. This means that staff do not make the most of opportunities to make activities more challenging, particularly for more-able children.

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

Children are very well prepared for their next stage in learning, or their move on to school. Staff maintain regular communication through an effectively implemented key-person system, involving parents as children move through the nursery. Pre-school children learn about their new school through discussions with staff and teachers. Children demonstrate a good understanding of how to keep themselves safe as staff provide clear, consistent and appropriate messages about how to use equipment. They also complete risk assessments of areas or activities to enable them to actively promote children's safety throughout the day. Children's physical health is very well promoted, as fresh meals are prepared on-site each day. Staff support children's independence well. Children who are less confident are encouraged to use gestures or picture cards to make choices about what they would like to do.

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

The management team demonstrate a good understanding of the requirements of the Early Years Foundation Stage, which are implemented well. Parents speak highly of the nursery and staff team. They comment on the warmth of the relationships between staff and children, and the information provided by staff, which enables parents to continue children's learning at home. Staff are experienced and the majority are qualified. The management team have good systems in place to monitor children's progress and the educational programmes. They have recently devised a new procedure to complete observations of staff to assess the quality of their practice. As this is not yet fully embedded, staff do not receive highly targeted support to help them improve their personal effectiveness. However, they do have opportunities to attend relevant training, which has a positive impact on their existing knowledge and skills.

## Setting details

<b>Unique reference number</b>	EY259029
<b>Local authority</b>	Sefton
<b>Inspection number</b>	860485
<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>	57
<b>Number of children on roll</b>	92
<b>Name of provider</b>	Home From Home Partnership
<b>Date of previous inspection</b>	20 January 2010
<b>Telephone number</b>	0151 928 0787

Home From Home was registered in 2003. It operates from premises in Waterloo, Liverpool. The nursery is privately owned and managed. The nursery employs 26 members of childcare staff. Of these, 19 hold an appropriate early years qualification at level 2 or above. The nursery opens from Monday to Friday for 51 weeks of the year, except bank holidays. Sessions are from 8am until 6pm from Monday to Thursday, and 8am until 5.50pm on Friday. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language, and children with special educational needs and/or disabilities.

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