

<b>Inspection date</b>	19 December 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff make regular assessments of children's development and use this information to plan for their next steps in learning. The progress of individual children and groups of children is tracked continually and any concerns are swiftly addressed.
- The provider ensures that all staff have a good understanding of carrying out risk assessments. Staff talk about the checks they carry out before they take children out for walks in the community. Staff never take children out alone and always make sure a member of staff who holds a paediatric first-aid qualification is on any outing.
- Staff effectively teach children about the difference in people and communities. Resources reflect different cultures and disabilities. Pictures of children's families displayed on the walls are used for discussion about the different make up of families.
- Children who speak English as an additional language are supported well. Staff use visual prompts to help them make choices. Staff use children's home language at appropriate times, such as to help them settle or offer them comfort. Staff work closely with other professionals to help children who have special educational needs or disabilities make good progress.

### It is not yet outstanding because:

- The supervision arrangements used by managers are not always successful in improving staff's teaching skills to the highest-possible level.
- On occasions, staff do not enable children to express their own preferences and interests in their play as they interrupt their learning with other activities or routines.

## What the setting needs to do to improve further

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

- make more effective use of information gained from supervision meetings and observations of staff's practice to help them develop their teaching skills to the highest possible level
- review the organisation of activities and daily routines to provide children with more time to explore their chosen activities and become even more engaged in their play and learning.

### Inspection activities

- The inspector observed activities both indoors and outside.
- The inspector spoke with staff and children at appropriate times during the day and held a meeting with the provider.
- The inspector carried out a joint observation with the deputy manager.
- The inspector looked at children's records, planning documentation, evidence of suitability of staff and a range of other documentation, including policies and procedures. She also discussed the nursery's self-evaluation.
- The inspector took account of the views of parents spoken to on the day of the inspection and in written documents.

### Inspector

Jill Hardaker

## Inspection findings

### Effectiveness of the leadership and management is good

Recruitment and vetting procedures are robust. Suitability checks are carried out for all members of staff and volunteers. New staff are supported well through their induction and they quickly gain a good understanding of their role. The provider ensures they are always sufficient numbers of qualified staff working with the children. She also supports staff to undertake further qualification courses. The arrangements for safeguarding are effective. All staff have a secure understanding of how to recognise signs and symptoms of abuse. They know the procedures to follow if they have a concern about a child. Self-evaluation is effectively used to drive continuous improvements. The views of parents are gained through questionnaires and are reflected in the ongoing plans for the nursery.

### Quality of teaching, learning and assessment is good

Staff are aware of children's interests and incorporate these into the activities they provide. For example, they use children's interests in vehicles to teach them about road safety. Staff help children to learn about numbers and counting as they build with blocks. They count how many blocks are in their tower and talk about how tall it is getting. Children demonstrate that they know how to operate simple technological toys. They persevere with a toy guitar until they find the right button to switch it on. They enjoy exploring, by pressing buttons to make different sounds. Staff encourage parents to play an active part in children's learning. They suggest activities for parents to complete with their children at home. Parents give regular feedback to their key person about what children have been doing and learning at home. Staff take their comments into consideration as they develop regular summaries of children's learning.

### Personal development, behaviour and welfare are good

Babies benefit from consistent care from their key person. They quickly settle into the nursery and benefit from secure routines, such as sleeping when they need to. Key persons use daily routines to promote babies' language development. As they change nappies they copy the sounds babies make and this encourages them to explore with other sounds. Staff provide many opportunities for children to be outside in the garden or on walks in the local community. Children enjoy spinning hoops and riding bicycles to help them develop their physical skills. Children show care for the babies as they push them gently in the swing. Staff provide healthy meals for children, giving them choice and ensuring the food meets children's individual needs.

### Outcomes for children are good

Children are gaining the skills they need to be ready to move to the next room or on to school. Children enjoy looking at books. They understand how to find information from the pictures and listen intently as stories are read to them. Children are beginning to recognise simple shapes, for example, as they point to the clock when a member of staff talks about circles. Babies are learning to use simple words to describe what they are doing, such as saying yum, yum as they eat their lunch. Staff acknowledge their attempts to talk and engage in meaningful conversations with them. This encourages the babies to try out new sounds and words, as they know they will receive a warm response from the staff.

## Setting details

<b>Unique reference number</b>	EY499505
<b>Local authority</b>	Luton
<b>Inspection number</b>	1079868
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	13
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Home2homeluton Limited
<b>Registered person unique reference number</b>	RP900970
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

Home2home Luton was registered in 2016. The nursery employs six members of childcare staff. Of these, three hold an appropriate early years qualification at level 3. The nursery opens from Monday to Friday, 8am until 6pm for 51 weeks of the year.

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