

Report for Childcare on Domestic Premises

Inspection date	16 January 2017
Previous inspection date	16 January 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Children make good progress from their starting points. They are motivated to explore their environment, and staff prepare them well for future learning.
- Leaders are reflective about the quality of the provision. They are committed to continuous improvement and have used self-evaluation effectively to identify areas that can be addressed to improve outcomes for children further.
- Staff are kind and caring towards children and prioritise their emotional and physical well-being. Staff are positive role models to children, who behave well, learn to respect one another and form close friendships within the group.
- Children benefit from a good range of activities inside and outside. For example, children enjoy exploring the garden on bikes and they develop their physical skills well while pedalling.
- Staff ensure children are active and understand about healthy lifestyles. For example, children enjoy eating a range of home cooked meals, tailored to meet their individual needs.

It is not yet outstanding because:

- Assessments of children's longer term learning do not sufficiently identify less obvious gaps in their development, particularly related to their speaking skills.
- At times, staff do not provide parents with enough information about their children's achievements or encourage them to share ideas to aid their children's ongoing learning.

What the setting needs to do to improve further

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

- refine the processes for checking children's overall progress to help identify any gaps in their development and help them make the best possible progress, particularly in their speaking
- consider further ways to regularly share children's progress with parents and to include their views to aid their children's ongoing learning.

Inspection activities

- The inspector observed teaching and learning, inside and outside.
- The inspector spoke to parents to gain their views and experiences of the setting.
- The inspector spoke with children and staff at appropriate times during the inspection and held a meeting with the provider.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of the children's learning records, staff's observations and planning, and a range of policies and documentation, such as suitability checks of staff and safeguarding procedures.

Inspector
Shana Laffy

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders ensure that all staff have a confident knowledge of what to do if they are concerned about a child's welfare. There are a range of policies and procedures in place to keep children safe and help the nursery to run effectively. Leaders offer staff many opportunities to access and use professional development to enhance their skills and knowledge. For example, staff attended recent training on helping children explore and develop early writing skills. Overall, partnerships with parents are effective and parents speak favourably about the way staff care for and support the children. Leaders value the importance of working in partnership with other professionals to support children's individual needs and ensure their good outcomes.

Quality of teaching, learning and assessment is good

Staff interact skilfully with children and encourage them to be interested and curious to explore. They are lively and enthusiastic, keeping children engaged in activities. For example, staff sing with babies and dance with scarfs to keep them occupied while waiting for their lunch. Staff help children to reflect on their ideas and talk about what they are doing. For example, staff invite children to make modelling dough and encourage them to describe what they see as they add ingredients. Staff help children to learn about the wider world and learn about living things. For example, children take care of the nursery rabbit and talk about the types of food he enjoys as they feed him outside. Staff observe children's daily learning to help them plan relevant and exciting activities in all areas of the curriculum.

Personal development, behaviour and welfare are good

Children feel safe and secure in the welcoming and friendly environment. The key-person system supports children to settle very quickly and gain a sense of belonging in the nursery. Staff encourage all children to develop their independent skills, and children enjoy taking on small tasks and jobs. For example, from a young age children join in with mealtime routines such as helping to serve themselves fruit; older children take on roles and responsibilities to help set up and tidy away resources. The nursery is safe and staff make effective use of safety risk assessment processes to minimise any potential hazards. Children learn about how to identify dangers and are mature and responsible.

Outcomes for children are good

Children are confident and happy. Older children gain strong skills in linking sounds and letters. Younger children develop their physical skills well and use their bodies to explore the nursery environment. All children develop creative and imaginative skills; for example, making pretend cakes outside in the sand. Children develop many key skills they need for their move to pre-school.

Setting details

Unique reference number	EY447769
Local authority	Kensington & Chelsea
Inspection number	1062641
Type of provision	Full-time provision
Day care type	Childcare - Domestic
Registers	Early Years Register
Age range of children	0 - 3
Total number of places	17
Number of children on roll	41
Name of registered person	
Registered person unique reference number	RP510937
Date of previous inspection	16 January 2013
Telephone number	

Home from Home was registered in 2012. It operates within the London Borough of Kensington and Chelsea. The setting is open each weekday from 8am until 6pm, for 47 weeks of the year. There are 12 members of staff; nine of whom have relevant childcare qualifications at level 3 and above.

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