

Home from Home

Northchurch Cricket Pavillion, Dudswell Lane, Northchurch, Hertfordshire, HP4 3TQ



Inspection date

31 January 2017

Previous inspection date

19 February 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

- Observations and assessments of children's skills help staff to accurately target activities to their needs. For example, children learn about appropriate clothing for different types of weather through stories, role play and dressing-up activities. They independently put on their coats and boots to play outside.
- Teaching is good. Staff effectively promote the areas of learning in educational programmes for children. For example, children learn to use positional words, such as on, in and under, while playing with cardboard boxes. They learn and join in with interest, confidently using the new vocabulary in their play.
- Staff expertly settle children into the setting. The key person works with parents to tailor care practice to children's needs and ensure that they are comfortable with routines. Children form strong bonds with staff and other children. They develop friendships with each other and happily play together.
- The manager and provider ensure that staff are qualified, trained and suitable to work with children. Staff benefit from regular observations, supervisions and feedback about their teaching and practice with children. Staff are dedicated to providing children with exciting activities and play opportunities.

It is not yet outstanding because:

- Staff do not always exchange detailed enough information about children's learning needs with other settings that they attend. These children do not fully benefit from continuous support for their skills.

What the setting needs to do to improve further

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

- extend the links with other settings that children attend to ensure that detailed information about their learning is exchanged with them regularly to enhance their support even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector looked at the quality of activities and resources in the indoor and outdoor play areas.
- The inspector completed joint evaluations of activities with the manager.
- The inspector held meetings with the manager, deputy manager and staff. She looked at relevant documentation, such as evidence of the suitability of staff working in the setting, their qualifications and training.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Karina Hemerling

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand their duty in protecting children's welfare and know the possible signs of abuse and the steps to take should concerns arise. Through regular training, research and discussions, they keep their knowledge, policies and procedures in line with current legislation. Staff promptly support children's needs through the good links they have with parents and external professionals. Staff effectively engage parents in their reflective practice and plenty of ideas and suggestions are shared to enhance the support that children have between the setting and at home. Highly qualified staff are good teachers and carers. They maintain secure and safe play areas for children, where they learn at a good pace.

Quality of teaching, learning and assessment is good

Staff plan interesting and purposeful activities for children. For example, younger children have fun and develop skills while blowing, counting and popping bubbles. Older children use mirrors to look at themselves and recreate their faces with drawings on paper. Staff provide good opportunities for children to extend their play outside. Children enjoy a well-resourced garden and nearby sport courts, play areas and fields. Staff plan a balance of adult-led activities and opportunities for children to independently play. For example, staff engage children in reflecting on what they would need to take with them to a desert island. Children draw, cut out pictures and share their ideas with others. They use their imagination during role play. The highly qualified staff understand children's needs. They effectively challenge and extend their skills and interests through play.

Personal development, behaviour and welfare are good

Children fully benefit from the support they have from the attentive and very caring staff. They constantly praise children's good behaviour, achievements and kindness towards each other. This effectively boosts children's confidence and they behave well. Children share their ideas with staff and other children. They listen to staff's instructions well. For example, children and staff plan an outdoor activity for a rainy day. Together, they risk assess their ideas and decide to use umbrellas, raincoats and boots when they go out to observe if there are birds playing in the rain. Children learn to assess their personal safety. They enjoy daily exercise, healthy meals and fresh air. Staff effectively promote their health and hygiene. Children develop their social skills, learning about each other and their community.

Outcomes for children are good

Children's starting points and next steps in learning are identified and discussed with parents. Children have prompt support to meet their needs. They enjoy a variety of activities and are effectively engaged in problem solving. For example, they enjoy balancing fruit and vegetables using scales. Younger children explore hand painting while wearing mittens, looking with fascination at the interesting painting they create. Gaps in children's progress are effectively narrowed through their individual planning at the setting. For example, older children's interest in the Great Fire of London is extended in discussions, reading and role play. Children make good progress in preparation for school.

Setting details

Unique reference number	129350
Local authority	Hertfordshire
Inspection number	1063606
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 4
Total number of places	30
Number of children on roll	29
Name of registered person	Elizabeth Mary Curtis
Registered person unique reference number	RP512509
Date of previous inspection	19 February 2013
Telephone number	07786 366100

Home from Home was registered in 1995. The setting employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2, 3, 4 or 5. The setting opens Monday to Friday all year round. Sessions are from 8am until 5.45pm. It provides funded early education for three- and four-year-old children.

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